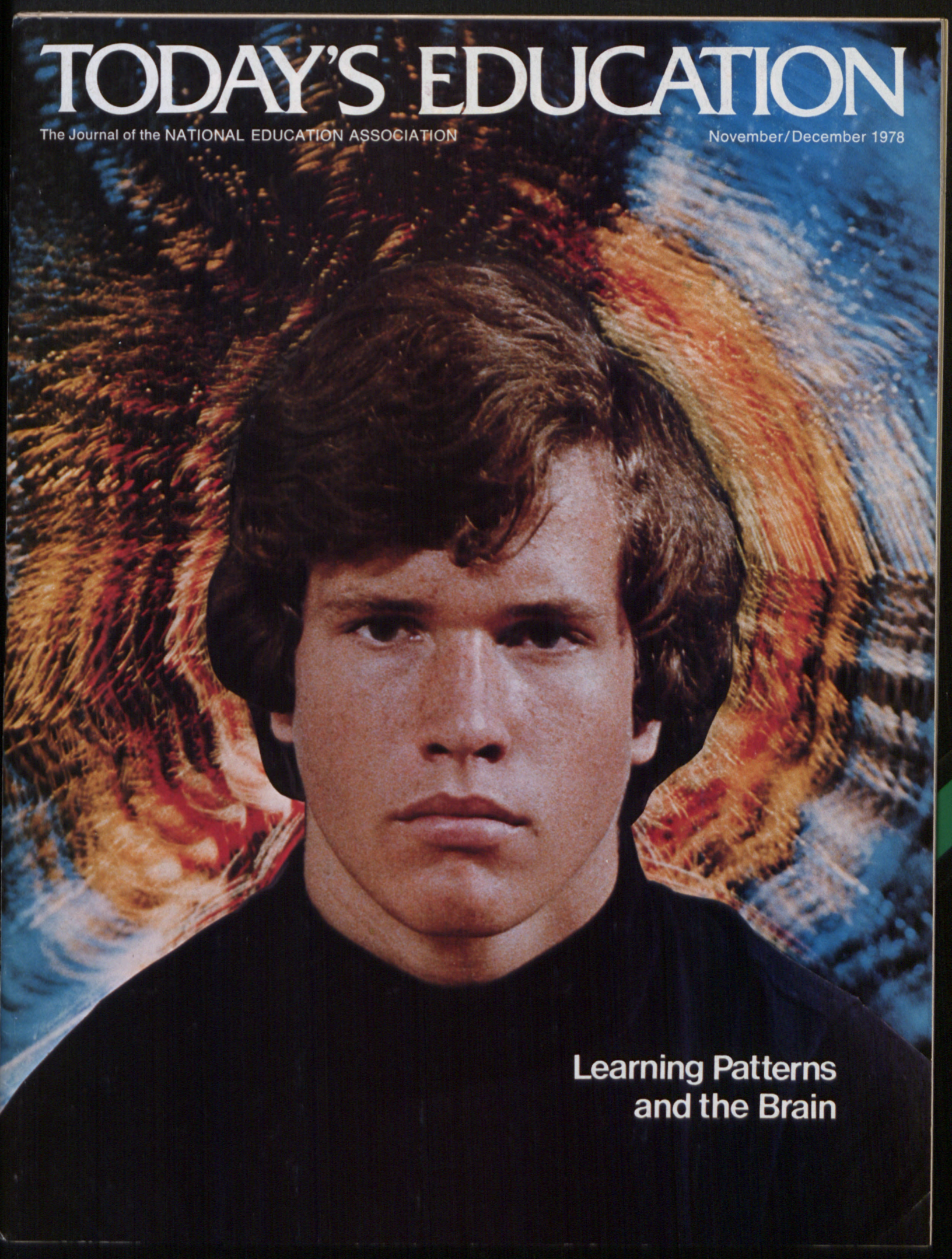
# TODAY'S EDUCATION

The Journal of the NATIONAL EDUCATION ASSOCIATION

November/December 1978



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# In This Issue

This month's cover symbolizes our enlarging knowledge about how the brain works—"the most complex apparatus in the universe." Author Leslie Hart in his cover article reveals some of the recent scientific findings about the brain as a pattern-detecting apparatus and discusses some of the implications for teaching and learning.

Incidentally, the cover photo was taken by the NEA's award-winning chief photographer, Joe DiDio, who shot a studio close-up of a high school boy and during a 10-minute time exposure embroidered the photo by means of zooming in various color flashes behind the boy's head. You may remember Joe's fish-eye-lens shot of the solar school in Fairfax, Virginia, which appeared on our cover last year. It won him a coveted Educational Press Association national award. More of his photos appear in this issue.

But to get back to the cover article, titled "Brain-Compatible Teaching," Hart points out that "we have long demanded that students' brains conform to the school; we must now turn that around 180 degrees and see that schools, if they are to succeed well in producing learning, adapt to fit—not fight—the brain. In short, we have to develop schools and modes of instruction that are brain-compatible." Be sure to read his hypotheses about what brain-compatible teaching might look like.

Fred Hechinger of the *New York Times* wrote our lead article, titled "Searching for the Ideal College Curriculum." He comments on the much publicized and controversial Harvard core curriculum and compares it to other curricular reforms in higher education.

Hechinger traces the history of curricular reform and gives examples showing that Harvard is not alone in trying to redefine the meaning of undergraduate education. "On campuses everywhere, the toughest question of all is, Which subjects are so important that their study ought to touch the lives and minds of all students?"

"Once there is a growing consensus among colleges on requiring the 'hard' subjects—history, math, science, and foreign languages—the high schools will undoubtedly follow," the author predicts.

You'll be interested in reading the other predictions of this dean of education writers.

Second in our new series of teacher interviewees is Richard Calisch. (You met Nina O'Keefe, an elementary multilingual teacher, in our September-October issue.)

Calisch teaches English and heads the English-Fine Arts Division at Elk Grove High School near Chicago, and his added dimension is that he is a published writer of articles, short stories, and poems. Furthermore, he is a "jock" who was a physical education major in college.

The creative musings of this unusual but successful veteran teacher brighten the pages of this issue. He concludes by saying:

"I am a teacher who writes. I am not a writer who teaches. I couldn't earn a living any other way. Teaching is the only thing in the world that I can do. I love it." And you'll love reading about him.

The most basic of all basics—reading. That is the subject of the special feature in this issue. What about reading in an inner-city elementary school? What does research say about reading? What if you teach in a secondary school content area? What effect does TV have on reading?

The first article in this four-article special feature is about the Reading Is Fundamental (RIF) program at Cummings Elementary School in Memphis, Tennessee.

Basically, the program is a national one designed to motivate children to read by giving them free books of their choice. Since Mrs. Robert McNamara founded RIF in 1966, thousands of children have received millions of RIF books.

The narrative of how the Cummings Elementary School involved faculty, pupils, and community in helping pupils develop into prideful book owners and readers is an exciting one. It may prompt you to help develop a similar program in your elementary school.

In the second article in the feature, reading researchers look at data that contradict the charge that students today do not learn to read as well as students in the past. The authors discuss in some detail various studies and their implications. Summarizing the research, they say there are not clear grounds for assuming that students today cannot read as well as they would if they had been in school some 25 years ago.

They conclude by saying that if the rationale for the back-to-basics movement in teaching reading is the assumption that other teaching methods are less effective than a narrow skills approach, the proponents of the movement should be challenged to affirm beyond doubt that such is the case.

"So You Teach in a Content Area" is the third article in the reading feature. The author suggests various instructional strategies for providing students background and for helping them see the organization and relevance of their reading material.

In the fourth reading article, the author tells about how many communities are devising strategies to limit children's TV viewing to allow more time for reading and to help them get the best from television. The CBS Television Reading Program, in which teachers receive scripts of outstanding TV dramas and teacher guides to help them teach reading and drama, is highlighted in an accompanying statement. This year the Program will operate in 90 of the 200 areas served by CBS affiliates. Check with your local station.

Other features in this issue include two articles on the need for a global perspective, written by Ernest Boyer and Lester Brown. Also note the three-article feature on teaching materials and eight other articles—plus the usual continuing features.

Speaking of brains and teaching/learning, we think they are well represented in this issue. Let's hear your reactions, please.

**—WAG.**

# TODAY'S EDUCATION

The Journal of the NATIONAL EDUCATION ASSOCIATION

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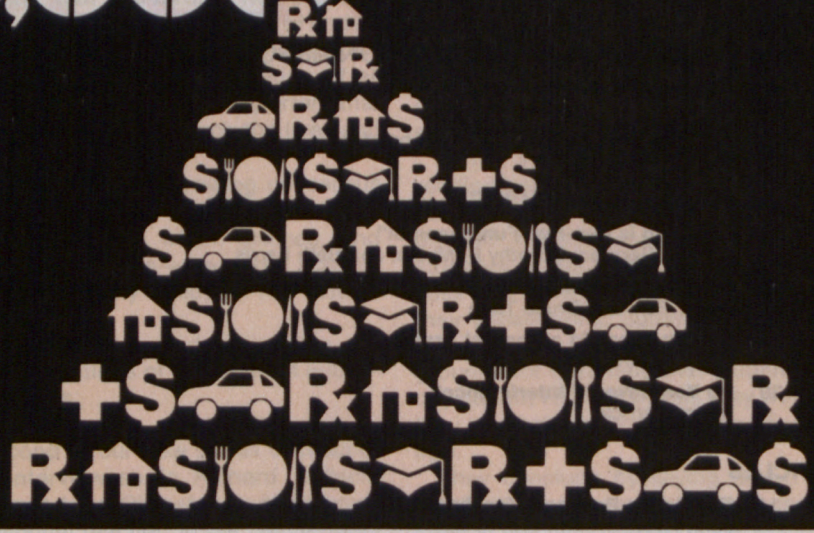

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| 60 — 69 | $ 4,000 | $36 | $ 8,000 | $71 | $12,000 | $106 | $16,000 | $141 | $20,000 | $176 |
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# Trends

*The information and ideas in "Trends" are drawn from a variety of sources, which are indicated in the individual items.*

**Parents Support Public Schools, Want Stricter Discipline**

Parents of public school students think more highly of the public schools than people without children or parents of nonpublic school students, according to the Tenth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools. More people suggested stricter discipline than any other improvement in schools, as for the ninth time discipline led the list of major problems of the schools.

Some other findings were that few people realize how much of school budgets come from state and federal funds, and many feel that local school boards have too much influence on the way schools are run.

For some similar results from a poll commissioned by NEA, see President John Ryor's editorial in this issue.

**Enrollment Falls Again This Year**

Total enrollments, kindergarten through graduate school, dropped about 1 percent, from 60.3 million in 1977-78 to 59.8 million this school year, the National Center for Education Statistics (NCES) has estimated. Adding on the nearly 3.3 million teachers (2.4 million in elementary and secondary schools) and 300,000 other professional staff members brings the number of people directly involved in education to 63.4 million—still one out of three persons in the United States.

Enrollment from kindergarten through eighth grade is estimated to have dropped 2 percent, and from ninth through twelfth grade 1 percent, while college enrollment rose 3 percent to a new high of 11.6 million. The NCES expects moderate annual increases at the college level to continue through the early 1980's.

**Disruption and Learning Problems Go Together**

Juvenile delinquents are twice as likely as the average student to have learning disabilities, a study by the Educational Testing Service has found: 32 percent of juvenile delinquents but only 16 percent of all public school students are learning disabled. The results suggest that students frustrated by years of underachieving are likely to become disruptive.

**High Schools Offer Range of Programs, Consistent Curriculum**

The typical high school offers at least three off-campus alternatives to credit for course work, according to a survey of 2,000 high schools. The survey was conducted last year by the National Institute of Education and the National Association of Secondary School Principals. In addition to English, math, and social studies, 98 percent of the schools offer biology, chemistry, business education, and homemaking. Each of several other courses—physics, shop, art, nontraditional courses, and remedial basic skills courses—is given in at least 87 percent of the schools.

For more information on "High School '77," contact the Education Finance Unit, National Institute of Education, Washington, DC 20208.

**Support for Gun Control Rises**

Support for gun control legislation has been increasing, according to a recent Harris poll. Opponents of gun control, however, can mobilize their supporters more effectively than its advocates. Of those polled, 80 percent favor a federal law requiring that all handguns that people own should be registered by federal authorities, while 18 percent oppose it.

Even among those who own guns, the poll found, 71 percent favor and 27 percent oppose such legislation. Whites (45 percent) are more likely than Blacks (28 percent) to own a gun, rural dwellers (61 percent) more likely than city dwellers (34 percent).

**Adolescents, Too, Are Victims of Child Abuse**

Adolescents—people 12 through 17 years old—were the victims in 29 percent of the child abuse and neglect cases which 28 states reported to the American Humane Association in 1976. (Data from the other states could not be analyzed by age.) Of the 183 deaths reported as caused by child abuse and neglect, 12 percent were of adolescents.

A representative of the National Institute of Mental Health says adults don't consider adolescents to be defenseless and are likely to recognize them as troubled only when they drop out, run away, or get involved in drug abuse or crime.

**International Year of the Child (1979) Aims To Help Children**

At least 141 countries have agreed to celebrate 1979 as the International Year of the Child, according to the United Nations, which designated the year. Each country will plan its own program to improve life for children, with goals ranging from guaranteeing clean water and adequate nutrition in developing countries to reducing teenage pregnancy and prostitution, drug abuse, and child abuse in industrialized ones. Some common concerns are lack of educational opportunity, overworked mothers, and child labor.

The U.S. National Commission for the International Year of the Child (726 Jackson Place, N.W., Suite 6001, Washington, DC 20506; 202/456-6672) will distribute ideas for projects, print and audiovisual materials, and information about children in the United States.

For more about the International Year of the Child and NEA's observance of it, see the February-March issue of *Today's Education.*

**Couples Still Head Most Families**

Five families out of eight are still headed by a married couple, says the Census Bureau, although the proportion has fallen from seven out of 10 in 1970.

A mother heads one family in seven and the number of such families increased from 5.6 million to 7.7 million between 1970 and 1977, according to a life insurance group. Families headed by women are still more likely than others to be poor—one such family in three lives in poverty.

**Schools Can Get Prior Records of Migrant Students**

Health and academic records of more than 500,000 children of migrant farmworkers and fishers are now available to each school where they enroll, the U.S. Office of Education reports. School and health officials, using codes to maintain the system's confidentiality, can telephone the nearest of the system's computer terminal operators to get a summary of the child's records by phone

and a detailed computer printout by mail.

For more information, write Winford Miller, director, Migrant Student Record Transfer System, Arch Ford Education Building, Little Rock, AR 72201, or call (501) 371-2719.

**Women and Minority Men Lag in Education**

Women and minority men still lag far behind white males in educational attainment, says a study by the U.S. Commission on Civil Rights. As of 1976, they "remain considerably less likely" to have finished high school, and are 35 percent less likely to have finished college. Among both high school and college graduates, a much higher percentage of women and minority men than of white males are underemployed; college-educated females earn less than 70 percent as much as their white male counterparts.

*Social Indicators of Equality for Minorities and Women* is available free from the U.S. Commission on Civil Rights, 1121 Vermont Avenue, N.W., Washington, DC 20425.

**Pedagese Mystifies Public**

Only 15 of the 100 respondents to his community survey knew what a *basal* reader is, says a graduate student at Glassboro (N.J.) State University. Just 37 knew the meaning of *compensatory education,* and fewer than 25 knew what *needs assessment, emotional climate,* or *grouping patterns* are. The expressions in the survey were taken from school systems' public information newsletters.

**More Young People Now Use Marijuana**

More young people than before are now using marijuana, and fewer disapprove of or associate detrimental effects with its use, according to a report from the University of Michigan's Institute for Social Research. By 1977, one high school senior in 11 of those surveyed used marijuana every day, but the number of students who used other illicit drugs had not increased since 1975.

Generally, students consider the use of marijuana about as harmful as use of alcohol and less so than use of tobacco.

"Drug Use Among American High School Students, 1975-77" can be ordered from The Clearinghouse, National Institute on Drug Abuse, 5600 Fishers Lane, Rockville, MD 20857.

**Parents' Control of TV Viewing Grows**

In 1978, 70 percent of parents of children seven to 12 years old said they had strict rules about television viewing—an increase from 60 percent in 1976, according to identical Roper polls. The figures for parents of children less than seven years old rose from 49 percent to 59 percent during the same period.

Types of control named were, in order of prevalence among parents of seven-to-12-year-olds, deciding what programs children view, requiring that they do their homework before viewing, deciding how many hours children can watch TV, setting a TV curfew at 9 pm, and setting a TV curfew at 8 pm.

**Girls Can Compete in Contact Sports, Courts Rule**

The Massachusetts Supreme Court and a federal district court in Ohio have handed down opinions holding that girls have the constitutional right to compete with boys in any kind of sports—including contact sports—that they want to. The relevant provision of the federal (Title IX of the Elementary and Secondary Education Act) regulations is more limited, saying only that teams in contact sports may be coed, not that girls must be allowed to try out. In any case, girls and boys who try out will be evaluated by a single standard.

**Median Age Continues To Rise**

Between 1971 and 1977, the median age in the United States rose from 27.9 to 29.4, says the Census Bureau. The number of young adults (25 to 34) increased by 31.8 percent, that of the elderly (over 64) by 17.6 percent, while the preschool population declined by 11.2 percent.

**College Men and Women Share Job Goals**

College men and college women both plan for occupations that offer good opportunities for leadership, high income, prestige, and independence, says a report from the Educational Testing Service. The plans of women less than 19 years old are more like those of the men, however, than the older women's plans are.

Men stress leadership and income more than women do, and women choose jobs that include helping others and early entry more often than men do. Men are more likely to choose scientific, technological, and administrative fields; women, verbal and aesthetic fields and those that include personal contact.

**International Teachers Group Meets in Jakarta**

The 1978 assembly of the World Confederation of Organizations of the Teaching Profession met last summer in Jakarta, Indonesia. Its theme was "The Teaching Profession in the World of Tomorrow."

One of the several special sessions concerned follow-up on the International Labor Office's Recommendation Concerning the Status of Teachers, as well as its forthcoming Convention on the Public Service, both of them potential influences on teaching conditions worldwide.

**New Child Care Career Develops**

The child life worker's job is to ease children's hospitalization by orienting them to the hospital, giving them recreation, preparing them psychologically for the things that will happen to them, giving them play therapy, and giving emotional support to their families.

Mental health centers; day care centers; and schools for retarded, physically handicapped, and emotionally disturbed children—in addition to hospitals—are employing child life specialists, and some colleges report that they are beginning to offer preparation for this new specialization. For example, Utica College (Utica, NY), Wheelock College (Boston), and Mills College (Oakland, CA) offer training programs.

**Competition Opens for $2,000 Award**

The $2,000 William G. Carr Scholarship Award competition to develop leadership in the profession; promote, aid, or study international education; strengthen professional associations; and improve association work is now open. Entry deadline is February 1. For further information write to the NEA, 1201 16th Street, N.W., Washington, DC 20036.

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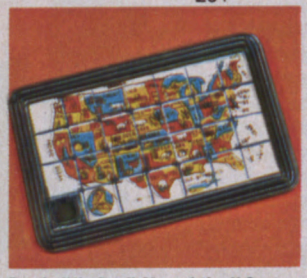

**Puzzle "Jig Saw" Map of the U.S.** The map is broken into many squares (all states scrambled) which can be maneuvered to form the map correctly. Educational Precision, easy-sliding inter-locking squares can't come out. Lustrous colorful plastic. Mounted in sturdy 5" x 3" frame. Fun, too.

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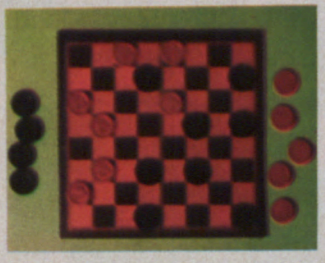

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CIRCLE QUICK-ACTION CARD NO. 2

# Editorial

# The Public Respects Teachers

By JOHN RYOR
*NEA President.*

Traveling across the country, I listen to teachers who tell me they feel discouraged and unappreciated—caught in the middle of a situation they have no authority to change. The constant bombardment from the media hurts—those stories on declining test scores, discipline problems, social promotions, Proposition 13-type cutbacks.

Teachers know from their own work that judicious praise works wonders in improving self-image and performance. Yet they themselves get little of it. Fortunately, what NEA has learned in a major public opinion poll about public attitudes toward education should make teachers feel much happier about the public's perception of them.

That doesn't mean everything's coming up roses. The public does express some legitimate concerns about educational matters and rising school costs. But it is particularly notable that *all* demographic groups continue to express a high degree of confidence in this nation's education system and its teachers.

To work more closely with the American people in community endeavors and to learn more about their educational concerns, earlier this year, NEA commissioned a comprehensive nationwide public opinion poll—our first externally designed poll in recent years. Entitled "The Teacher, NEA, and the Quality of Education," the poll was designed and analyzed by Cantril Research, Inc., Washington, DC, with fieldwork and tabulation done by the Roper Organization. Here are the highlights.

*Confidence in education and teachers.* Three-quarters of the American public express a great deal or a fair amount of confidence in this country's educational system and in teachers specifically. Only 15 percent express a lack of confidence in teachers. Such confidence is especially high among those with children in schools or with frequent contact with schools. Therefore, it behooves teachers to increase their personal contacts with the community and to develop meaningful community relations projects.

Substantially less confidence (by 58 percent) is reflected in school boards, the entities responsible for proposing and disposing of school budgets. This would seem to indicate an antigovernment rather than an antieducation thrust.

*Financial support of the schools.* Despite confidence in the education system, the public is divided in a virtual standoff between those favoring and those opposing increased spending for schools through slight increases in property taxes.

Analysis of survey data indicates that it is a mistake to infer lack of support for education or teachers from lack of support for raising more money through property taxes for the schools.

*Information about the schools.* The poll indicates not only that the public lacks information about schools but that it has considerable interest in what is going on in them. The public's principal source of information about schools is newspapers, followed by children and then, interestingly, by neighbors and friends (for those who are not parents). Three-quarters of the respondents express interest in learning more about schools in their community. Our local associations would seem to have a job cut out for them.

*The quality of education.* In choosing a neighborhood in which to live, people rank good schools ahead of everything except "a clean neighborhood." Only 8 percent complain about a lack of good schools in their own communities.

Nevertheless, 45 percent of the public feel that the quality of education has declined since they went to school. Problems of discipline and order are the prime reason cited, followed by parents' lack of interest, not enough emphasis on teaching basic skills, and a breakdown in respect for hard work and excellence. Poor teachers are singled out as a reason by fewer than 1 in 5 respondents.

*Basic education.* No other survey theme rivals the public's clear mandate for the schools: emphasize basic education. Basic skills of reading, writing, and arithmetic are cited as the most important and most neglected subjects that schools should teach. In other subject areas, public expectations of what schools should deliver vary, a result that places teachers and schools in the midst of conflicting demands.

*Pros and cons about teachers.* The overwhelming majority of Americans feel that the job of the public school teacher is tougher today than in the past—primarily because of lack of parental support, the presence of students who don't want to learn, and classes that are too large.

Despite the general feeling of a decline in educational quality, virtually all segments of the public feel that teachers are competent, well-trained, and interested in their community.

Deemed the single most important asset of a good school, teachers are nonetheless faulted by nearly a third of the public for not paying enough attention to individual students and for being insufficiently dedicated. Twenty percent also fault them for lacking in firmness.

While 32 percent of the public feel that most teachers have a genuine concern for the well-being of their pupils, nearly half say that only some display such concern. Reflecting the public's clear concern about discipline, teacher firmness, and basic skills, a third of the

(continued on page 12)

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respondents say they also believe that teachers expect too little from their students.

*The role of teachers and teacher organizations.* The public perceives teachers as relatively uninvolved in decision making in all areas and is eager to see teachers have the key role in textbook selection and the kinds of subjects taught.

In fact, a huge majority feel that teacher organizations should be free to speak out on these two issues as well as on the questions of the degree to which students are disciplined and the amount teachers are paid. A small majority also feel teacher organizations should speak out on the school budget, and that teacher organizations even have an obligation to speak out when they feel the schools aren't doing what they should for students. It is further evident from the poll that a political endorsement by the NEA and local teacher organizations carries more weight with the public than an endorsement by any other organization.

Clearly, the public respects teachers, their opinions and right to speak out, and their education associations. There can be no clearer mandate for effectively taking our case to the public, for working politically, and for developing meaningful local parent and community relations programs. ☐

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**FOR YOUR INFORMATION**

John Ryor, NEA President; Terry Herndon, NEA Executive Director.

NEA memberships and annual dues. Active, $35. Associate, $17.50. Paraprofessional, $17.50. Educational Secretary, $17.50. Student, $4.50 through Student NEA Chapters only. Retired, $5 (those retired before 9/1/73 continue at $2). Staff, $17.50.

For further information about NEA membership, write to NEA Membership Records, 1201 16th St., N.W., Washington, DC 20036.

*Today's Education* is a member of the Educational Press Association and the Magazine Publishers Association. It is indexed in *Reader's Guide to Periodical Literature, Education Index,* and *Current Index to Journals in Education.*

**Terry Johnson,** elected in 1978 to Horace Mann's "Hall of Fame," has won many other honors–including Agent of the Year award for four consecutive years. Terry's educational background: graduate of Eastern Illinois University, and a Bachelor of Science Degree in Education from the University of Montana gained while teaching on the secondary school level. He joined Horace Mann in 1972.

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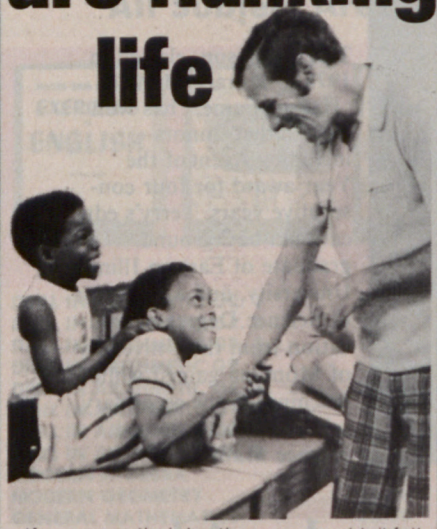
# Over here too many people are flunking life



If you were their brother, you wouldn't fail them. Their Maryknoll Brother.

The Third World is filled with people with no knowledge of the things we take so much for granted. If only they could read or write, if only they knew how to speak for themselves, they could lift themselves up from the most abject poverty, from working conditions that border on slavery. If only you could be their teacher.

As you teach, you would learn. You would share their customs and traditions and, in turn, share the love of God with them. Every day as you give, you would receive.

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# Letters

*Ideas and opinions in this feature are those of the writers and not necessarily of the NEA. "Letters" is primarily a forum for NEA members. If you are currently a member, please paste the mailing label from a recent copy of* Today's Education *at the top of your letter. Also indicate your school, position, and home address.*

**Homework**

Reading your article on homework ("What About Homework?" September-October) led me to examine how homework assignments fit in with the other aspects of learning in my class.

I find that homework is very much a part of the class activities. I give home assignments every night except Friday. Generally they are a review of what we've done in class that day. This serves to reinforce what the students have learned and also to allow parents to participate in the child's learning without having to introduce new material.

—Carolyn D. Davis, *second grade teacher, Payne Elementary School, Washington, D.C.*

**New Languages, New Understanding**

I enjoyed Ms. Clayton's interview with Nina O'Keefe ("Meet Nina O'Keefe," September-October). Obviously, Ms. O'Keefe is a dynamic teacher. While learning new languages, the students are also learning to appreciate cultures other than their own.

It is through the work of teachers like Ms. O'Keefe that our world becomes a small one after all.

—Mildred S. Wright, *assistant principal, Irwin Optional School, Charlotte, North Carolina.*

**Against Compulsory Schooling**

Richard Ihle ("An Argument for Compulsory Schooling," April-May) describes school as a series of compulsions, from simple attendance to the position of every desk. What someone *makes* us do is a theme of the article.

I agree that what compulsory schooling teaches our children is to be docile—dependent on "authorities" for the answers and unable to make responsible decisions for themselves. I don't agree that dropouts come back to haunt us. Those with whom I have worked have come back to inspire us. They are some of the most highly motivated community college students we have, because they are taking responsibility for their own education.

—Gregory Hart-Fishwick, *counselor/instructor, Rogue Community College, Grants Pass, Oregon.*

**Arizonans Seek Exchange Teaching**

Exchanges can give teachers access to resources in other parts of the country for increasing their professional expertise. Arizona teachers are developing an exchange program, through the cooperation of the Arizona Education Association and the Arizona State Department of Education.

First of all, as a step toward establishment of a national teacher exchange directory, the program will provide an Arizona Teacher Exchange Directory for 1979-80, available in January 1979. The Directory will list Arizona—and Colorado—teachers who wish to take an exchange in some other part of the United States for that school year. It will also give a model plan for working out the details of an exchange and practical information about such arrangements as house exchanges.

For more information, write to me at 7402 West Catalina Drive, Phoenix, AZ 85033.

**—Philip Evanstock,** *exchange director, Arizona Teacher Exchange Program.*

**British Teachers Seek To Exchange Visits**

My wife and I would like to exchange summer visits with a couple in the western U.S.A. We would be delighted to act as hosts for two or three weeks next July or August, in exchange for the chance to return the visit the following summer. We think exchanging visits would help each couple make a more immediate contact with the country they visit, both its people and its places of interest.

Both of us teach in Worthing, a town of about 90,000 people, and are 51 years old. I teach physical education and arts and crafts in a school for boys 12 to 16 years old. My wife is head of home economics in our sister school.

If any readers of *Today's Education* would like to discuss our proposal, they can write to me directly.

**—Odwyn Berry,** *32, East Meadway, Shoreham Beach, Sussex BN4 5RF, Great Britain.*

**Proposals for World Peace**

Since ancient times, war has been the way nations settle their disputes. I am

(continued on page 18)

# Teachers ... grades 5, 6, and junior high!

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**SEND FOR THIS FREE, MULTI-DISCIPLINARY KIT.**

Create some *meaningful* drama and excitement in your classroom with our "Play a Part in Crime Prevention" kit.

Ideal for social studies, language arts, consumer ed/moral values teachers . . . it contains everything you need to make your students more aware of crime problems *and* at the same time *meet your teaching* and *subject needs.* Here's a preview:

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# Coming Soon To A City Near You Four Practical, Intensive, Idea-Filled Workshops

Here's what is in store for you:

- A stimulating professional growth experience
- Incredibly effective and practical teaching ideas
- A chance to meet inspiring, nationally prominent educators and,
- A day away to do it all.

Where? The Learning Institute. Once again, *LEARNING*, the Magazine for Creative Teaching, is sponsoring a series of significant one day workshops in a city near you.

The topics are discipline, reading, mainstreaming, and "gifted and talented." The leaders—Jim Bellanca, Bill Halloran, Barbara Aiello, and Marian Leibowitz—bring their warmth, their humor, and their years of classroom and workshop experience to the tasks at hand. Their programs are not sermons on what ought to be, but candid, realistic sharing sessions for professionals like yourself, professionals determined to know specifically and concretely what *can* be done, and *how* it can be done *now*. The programs, detailed below, have been tested dozens of times and perfected with the help of feedback from teachers like yourself. "Inspiring" . . . "rejuvenating" . . . "idea-filled" . . . "rewarding" . . . "the best ever" . . . were some of the words last year's participants used to describe *LEARNING* workshops. But the word used most often was "PRACTICAL!"

Take the day away and see for yourself. Each workshop is a thoroughly stimulating session with other teachers who share your interests and concerns. To help you extend the benefits of the session all through the school year, you will receive a course book filled with activities and resources to be used *your* way, in your own classroom. It's a day just for you, one you don't want to miss.

The cost of the full day, including the course book, is only $45.00 (or $40.00 if five or more register together in advance). And like all Learning Institute courses, every workshop is guaranteed to satisfy you fully *or your money will be refunded.*

So check the schedule and mail your registration today. We will send you confirmation along with details about workshop times and the hotel where the workshop will be held. But make your plans and reservations now, before the programs you want to attend are filled.

# READING

### READING AND WRITING SUCCESS (K–8) With Bill Halloran

Teachers keep coming back to see Bill Halloran. Literally thousands have returned to his workshops for a second, a third or even a fourth time. They come back for his insights, his enthusiasm and his techniques.

You see, Bill helps teachers do one thing best of all. He helps them turn their kids on to reading. He has designed a positive approach to reading that can have your students more excited about books than they ever were about television.

Halloran demonstrates how to use reading as a springboard to all the language arts—including listening, speaking and writing—and beyond that, to the entire curriculum. At the same time, he introduces participants to hundreds of classroom-tested books that work with children. And, for exciting evidence, he shares the work children have done in classrooms that use his methods.

Some teachers say he's magic—but the real magic happens when you put the ideas to work in your own classroom.

# DISCIPLINE

### DISCIPLINE: TEACHING FOR RESPONSIBILITY (K–12) With Jim Bellanca

All teachers acknowledge the essential connection between discipline and the learning process. And yet, we so often try to deal with classroom discipline in isolation—as a matter of simply punishment or reward, unrelated to the primary business of education.

For Jim Bellanca, a veteran K–12 teacher, helping children assume responsibility for their own behavior is an essential part of the learning process. In his activity-filled workshop you'll learn, often through simulations of difficult classroom situations, a variety of successful methods for maintaining discipline in your own classes. You will also explore practical ways to help students towards increased self-discipline and respect for others. Finally, Jim helps you establish practical guidelines for effectively communicating your expectations to your students, and for setting up some simple rules that stop trouble before it starts.

Frank, supportive dialogue, together with nitty-gritty ideas for improving classroom discipline are what you're interested in. And that's exactly what you get in this workshop.

# MAINSTREAMING

### MEETING THE MAINSTREAMING CHALLENGE (K–12)
### With
### Barbara Aiello

Teaching handicapped and normal children together in the same classroom is one of the greatest challenges facing educators today, and this fall handicapped children all across the nation will be claiming their mandated right to a free, appropriate public education. Questions and anxieties abound. There is an urgent need for practical answers.

That's what Barbara Aiello's new workshop is all about. As a writer, a consultant, an editor, and a teacher with experience in both regular and special classrooms, Barbara views the problems of implementing the mainstreaming laws with a uniquely broad perspective. Join her for a candid and informative exploration of specific ways to communicate with parents, to make maximum use of the insights and practical experience of specialists, to manage the mainstreamed environment, and to teach all children effectively in mainstreamed classrooms.

The workshop is designed to provide ideas and insights that can be used immediately by teachers in both regular and special classrooms. And it will provide a perspective vital to those who must administer P.L. 94-142. That's a lot for one day, but if you've been to one of Barbara's energy-charged workshops, you know it can be done.

# GIFTED & TALENTED

### WORKING WITH THE GIFTED AND TALENTED (K–8)
### With
### Marian Leibowitz

There are exciting and innovative, yet practical, ways to meet the needs of gifted and talented students.

Marian Leibowitz, from New Jersey's Educational Improvement Center, has created a workshop rich in practical strategies you can begin using immediately in either regular or special classes. Focusing on ways to enrich the school experience of the gifted, Marian will deal directly with the major problems associated with that task:

- the use of effective instructional methods;
- how to meet the needs of the gifted without short-changing other students;
- how to evaluate and select appropriate instructional materials, and;
- how to utilize additional, often overlooked resources like parent volunteers, cross-age tutoring, and human resource banks.

Whether your school is developing a new program for instructing the gifted, or is merely refining an existing program, this timely workshop is one that you won't want to miss.

# SCHEDULE

| CITIES | AIELLO | | BELLANCA HALLORAN | | LEIBOWITZ |
|---|---|---|---|---|---|
| Albany, NY | Dec 6 | Mar 14 | Nov 1 | Feb 22 | |
| Atlanta, GA | | Feb 22 | Mar 14 | Dec 7 | |
| Baltimore, MD | Feb 1 | Feb 23 | Mar 15 | Dec 6 | |
| Boston, MA | Dec 5 | Mar 13 | Oct 31 | Feb 21 | |
| Chicago, IL | Dec 13 | Nov 2 | Mar 28 | Mar 1 | |
| Cincinnati, OH | Dec 14 | Nov 1 | Mar 29 | Mar 2 | |
| Cleveland, OH | Mar 8 | May 3 | Apr 5 | Feb 9 | |
| Dallas, TX | | | Feb 8 | Nov 15 | |
| Denver, CO | Nov 2 | Dec 7 | Mar 8 | Mar 23 | |
| Detroit, MI | Mar 7 | May 2 | Apr 4 | Feb 8 | |
| Grand Rapids, MI | Mar 6 | May 1 | Apr 3 | Feb 7 | |
| Hartford, CT | May 3 | Feb 8 | Dec 7 | Apr 5 | |
| Houston, TX | | Apr 25 | Feb 6 | Nov 17 | |
| Indianapolis, IN | Dec 12 | Apr 24 | | | |
| Los Angeles, CA | Feb 15 | | | Mar 14 | |
| Milwaukee, WI | Oct 31 | | Mar 6 | Mar 21 | |
| Minneapolis, MN | Nov 1 | Dec 6 | Mar 7 | Mar 22 | |
| New York, NY | May 2 | Feb 7 | Dec 5 | Apr 4 | |
| Clark, NJ | May 1 | Feb 6 | Dec 6 | | |
| Orlando, FL | Jan 30 | Feb 21 | Mar 13 | Dec 8 | |
| Philadelphia, PA | Jan 31 | Oct 31 | Mar 27 | Feb 28 | |
| Pittsburgh, PA | | Dec 5 | | Apr 6 | |
| Portland, OR | Feb 13 | Apr 4 | Nov 15 | Mar 15 | |
| Rochester, NY | Dec 7 | Mar 15 | Nov 2 | Feb 23 | |
| San Antonio, TX | | Apr 26 | Feb 7 | Nov 16 | |
| San Francisco, CA | Feb 14 | Apr 5 | Nov 16 | Mar 16 | |
| Seattle, WA | | Apr 3 | Nov 14 | | |

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☐ **Aiello's Mainstreaming**
☐ **Halloran's Reading and Writing**
☐ **Leibowitz's Gifted and Talented**
☐ **Bellanca's Discipline**

**DATES AND CITY DESIRED**

Dates _____

City _____

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**ABOUT MONEY**

☐ Tentatively reserve my place in the program listed and bill me later.

☐ Save me $5.00. I am registering at least three weeks in advance of the workshop date and I am enclosing a check for $40. Send me my confirmation and details.

**TEAMS**

☐ Save $25.00 or more. Team discounts save $5.00 for each member. I enclose a list of 5 or more team members for the course listed above. Bill us later for $40.00 each.

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In most cases, school districts or title programs will pay for your attendance. If not, all payments are 100% tax deductible for working educators.

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# Letters
(continued)

suggesting two new approaches.

First, the heads of all nations should meet regularly to discuss ways of living together peacefully. Their authority would command worldwide attention for their proposals.

Second, prosperity based on the manufacture of arms is a cause of war. The great nations that manufacture arms should begin immediately to slow the procedure. It would take time to adjust the arms industry and those who work in it to other kinds of production. It would take time also—maybe 50 to 75 years—to reduce armaments to a reasonable level. Given time, however, the powerful forces that control arms manufacture could become leaders in establishing world peace.

**—Cyril W. Grace,** *retired professor of sociology, Waubay, South Dakota.*

**Korean Students Seek Pen Pals**

I am a girl 15 years old, presently attending a high school in Seoul, Korea. In my country, we are taught the English language from the first year of junior high school as the most important required subject. To improve our English, we practice through our English Club, of which I am now the leader.

My English teacher told me that letter writing would be a great help for improving our English and suggested that I write to you on behalf of the boys and girls in my school. Through letters we would hope to learn more about your customs, students' life, and many other things too. Of course, we will have the pleasure of introducing you to our way of life as well, while improving our English skill.

We hope to receive letters from your country and will answer them promptly.

**—Dam-dang Ja,** *P.O. Box 100, Jung-Ang, Seoul, Korea.*

(*Today's Education* has received a similar request from Ms. Ihnsook Kang, D.P.O. Box 3834, Seoul. She is 17 years old.)

**Career Education for Parenthood**

We are putting a lot of money into career education to prepare young people for good jobs—but many people with good jobs are divorced or have other family difficulties. Whatever profession young people select, most of them will become parents, too. Parenting education clearly is needed and deserves financial support.

We have assumed that whatever a young person's background and attitudes, he or she will instinctively know how to be a good parent. Fatherhood especially is taken for granted in our society. So we concentrate on problems—venereal disease, unmarried parents—or teach isolated courses in parenting, usually as a kind of sex education.

Parenting—not just appropriate actions, but values, the family and society, dynamics within the family, human needs which the family meets—should be taught as a career, in an integrated curriculum from early childhood through college.

**—Meharry Lewis,** *assistant dean, School of Education, Tuskegee Institute, Tuskegee, Alabama.*

# Food Buymanship

**Educational Kit from Kraft**

Designed for beginning food shoppers, the kit includes: • 5 teaching guides—Food Buying Basics; Understanding the Supermarket; Factors Influencing Food Prices; A Product Comes to Market; A Mini Shopping Experience • filmstrip with script and sound (cassette tape or record)—"A Mini Shopping Experience . . .Touring the Dairy Department" • labels and packages with an instruction guide for classroom use • 5 spirit masters including pre- and post-tests and labeling information • 50 student reference folders • curriculum guide. Kit price is $12.00.

*(Recommended for 7th grade and higher.)*

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# The New
# GINN LANGUAGE PROGRAM
## It's about learning language, naturally.

Is there a comprehensive language program that includes:

- practical instruction in composition without a paperwork overload?
- effective instruction in grammar and usage that is directly and rationally connected to speaking, writing and listening skills?
- substantial and interesting practice that provides for mastery rather than memorization?

There is now!

It is called the GINN LANGUAGE PROGRAM, naturally. Send today for your colorful explanatory brochure.

## GINN LANGUAGE PROGRAM

**Speaking and writing, listening and thinking, grammar and usage skills come together in a comprehensive, integrated K–6 program.**

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**Yes!** Send me the brochure describing the Ginn Language Program for learning language, naturally.

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School Address _____

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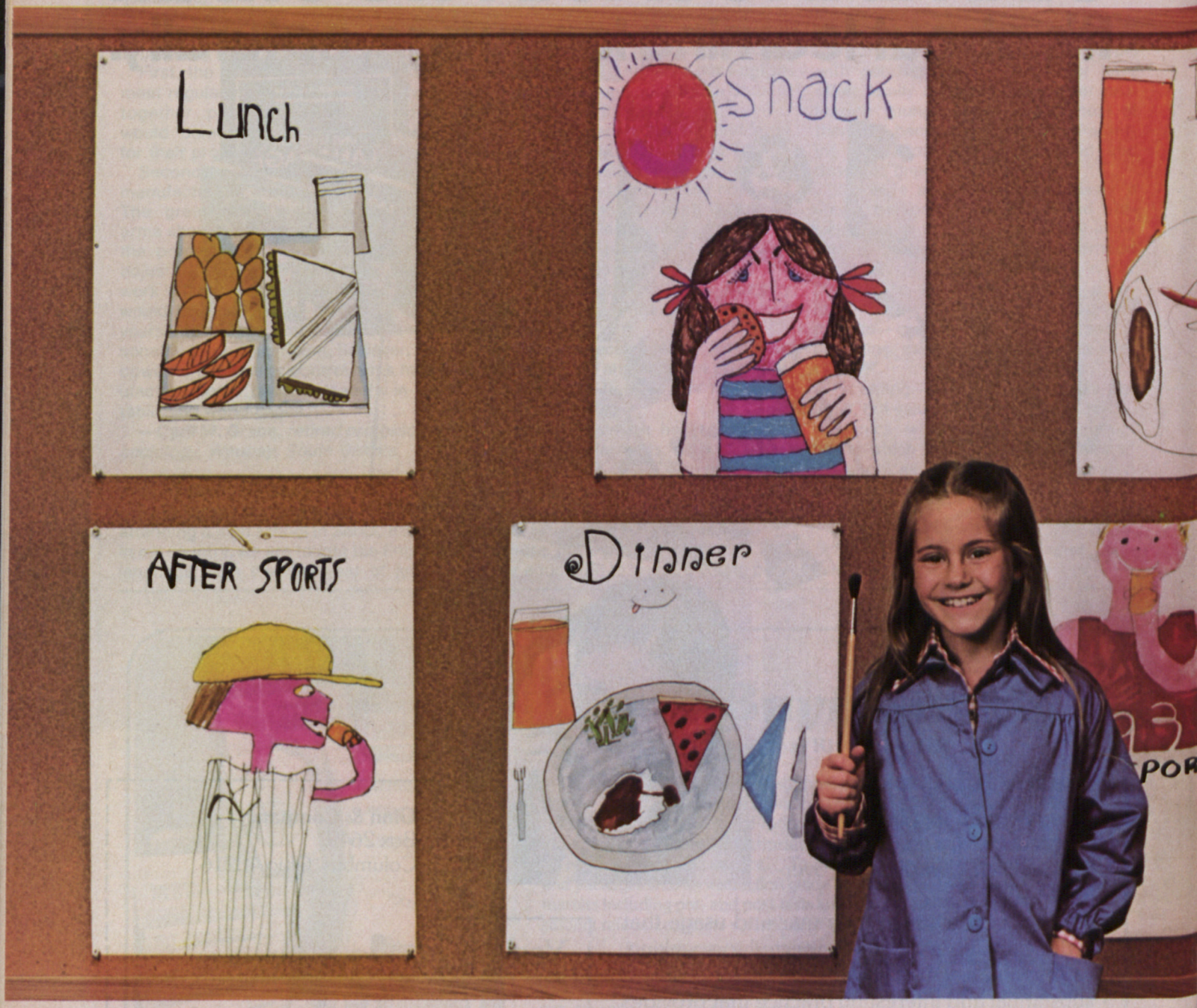
# Good Nutrition all day, everyday. Now that's something to draw about...




**The Florida Department of Citrus announces the: "Good Nutrition All Day, Everyday" Poster Contest.**

You know that good, sound nutrition should start at breakfast and last throughout the whole day. But it isn't easy to get young people interested in the importance of nutritious meals and snacks. The Florida Department of Citrus thinks this "Good Nutrition All Day, Everyday" poster contest will help get students involved in learning the facts about good nutrition.

With the help of art instructors, students can create a poster of their favorite, nutritionally sound meal or snack. Complete contest rules, prizes and judging procedures are given on the opposite page so they can be posted on the bulletin board for your students.

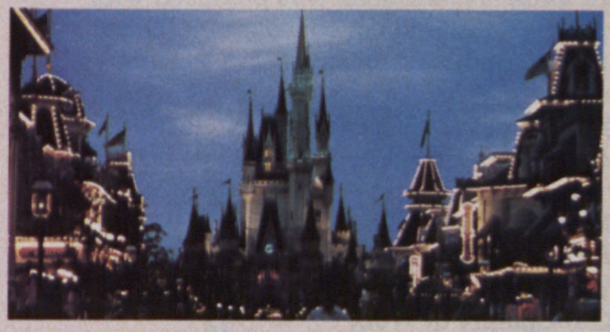
Whether or not they win a prize, we can't think of a better way to teach students which of their favorite foods are good for them, too.

# ...so students grades 1 through 8 are invited to enter the:

# "Good Nutrition All Day, Everyday" Poster Contest

by the Florida Department of Citrus.

## 153 National Prizes Available



**3 National Prize Winners Will Receive a Trip To Walt Disney World.**
The National Prize Winners will get a three-day trip to Walt Disney World with parent or chaperone.

**150 Individual State Prize Winners.**
The three winners in each of the 50 states can select either a GE portable AM/FM radio or a pair of GE walkie-talkies.

**Bonus:** $500 worth of audio-visual or other school-related equipment will be awarded to each of the three national winner's schools.

### Contest Rules

Posters will be judged on the basis of originality in conveying the theme, "Good Nutrition All Day, Everyday". In other words, good nutrition should start with a properly balanced breakfast and continue right on throughout the entire day with a balanced diet of nutritional foods. Here's where Oranges and Orange Juice from Florida can help because they are naturally nutritious, taste great and, along with a proper diet of balanced nutritional foods, can help you think, look and act your best. Neatness and visual appeal also count. Each poster must show a time of day or an activity at which Oranges or Orange Juice from Florida are being consumed. Illustration may also include other nutritious foods or snacks.

Any art materials or style may be used. Posters must be vertical and measure 24 inches high by 18 inches wide. On the back of each poster must be printed the student's name and grade, parent's name, principal's name, school name, school address, and school telephone number.

Families of employees or officials of the Florida Department of Citrus, its advertising and public relations agencies are not eligible. All entries become the property of the Florida Department of Citrus and none can be returned. Decisions of the judges are final.

### Judging Procedures

1. Judging will be in three categories as follows: Grade 1 through grade 3, grades 4 through 6, and grades 7 and 8.
2. Each school will select one winner in each category. Judging at the school level can be done by faculty, administration, lunchroom manager, physical education staff, school nurse, nutrition education coordinator, or members of the Parent-Teacher Association, or some combination from these groups.
3. Each school will submit its three winning posters to the Coordinator of Nutrition Education in its state Department of Education. Deadline for submitting the local winners will be Feb. 15, 1979. (If you don't know the name of this official, write to: Florida Poster Contest, Suite 1900, 40 West 57th Street, New York, New York 10019.)
4. Each State Food Service Director or State Coordinator of Nutrition Education will select one winner in each of the three grade categories. These three state grade category winners will be entered in the contest to pick the national winner in each group.

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CIRCLE QUICK-ACTION CARD NO. 17

# At last!
# A children's atlas that's informative and *FUN!*

*A master stone carver fashions art from Indiana's famous limestone—a choice building material since the early 1800's.*

National Geographic's Picture Atlas of OUR FIFTY STATES will awaken your students' curiosity about the many wonders of our land. OUR FIFTY STATES is designed to make learning easy and fun. This new atlas was produced with the help and consultation of educators . . . then student tested under actual classroom learning conditions.

Your students will savor four big fact-filled pages devoted to each state—plus an exciting new look at . . .

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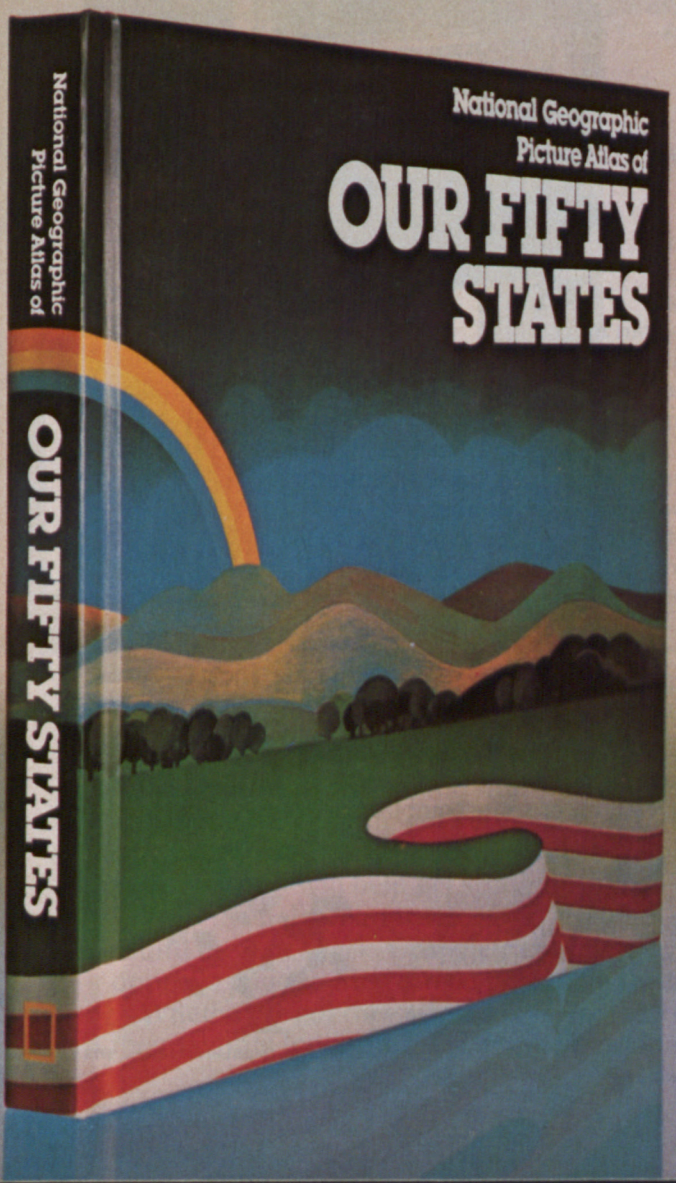


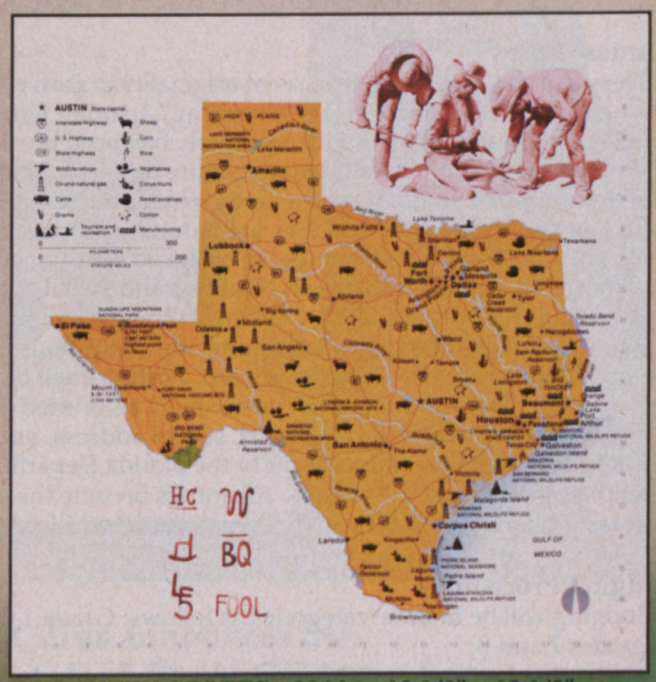


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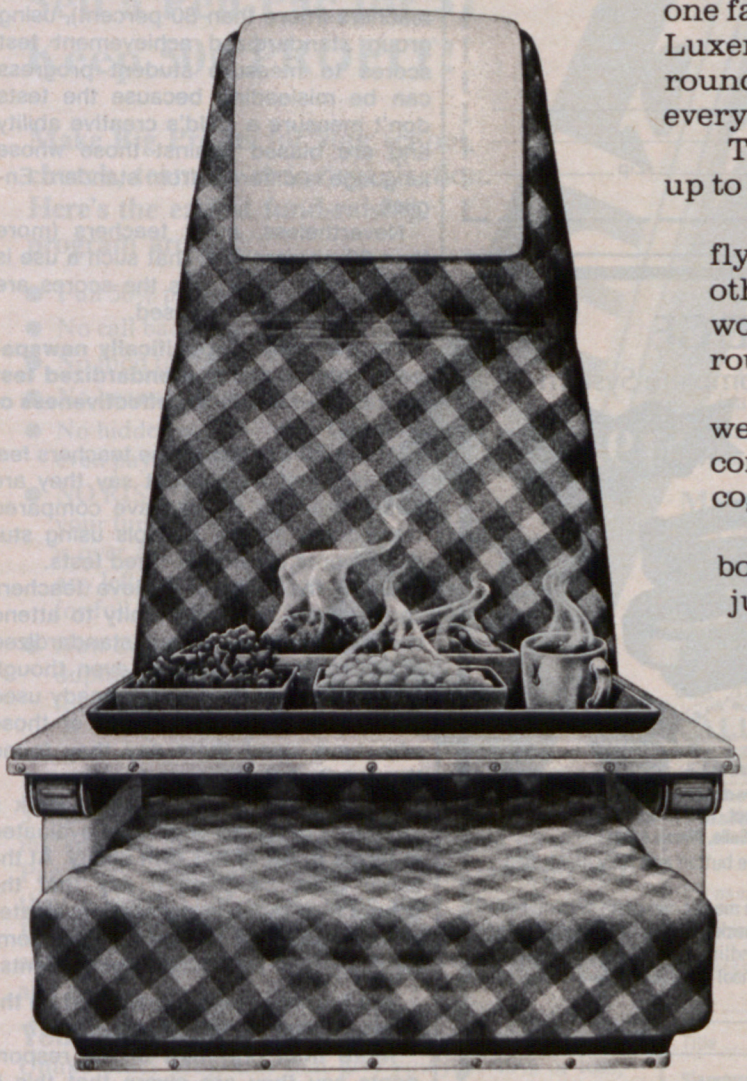

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# Teacher Opinion Poll

### Group Standardized Achievement Tests

As part of the NEA Teacher Opinion Poll, NEA Research earlier this year asked a nationwide sample of public school teachers several questions about the uses of group standardized test scores in public schools.

**Should group standardized achievement test scores be used to measure student progress?**

According to a substantial number of teachers (more than 80 percent), using group standardized achievement test scores to measure student progress can be misleading because the tests don't measure a child's creative ability and are biased against those whose language is different from standard English.

Nevertheless, most teachers (more than 90 percent) feel that such a use is appropriate as long as the scores are not the only measure used.

**Do the media, specifically newspapers, rely on group standardized test scores to evaluate the effectiveness of schools?**

About 70 percent of the teachers feel they do, and 64 percent say they are aware that the media have compared classrooms and/or schools using student scores on standardized tests.

Eighty-five percent believe teachers should have the opportunity to attend courses on how to use standardized achievement test scores, even though 75 percent say they have already used such scores and 70 percent of those who have used them say they found them quite helpful.

More than half (57 percent) think a student's progress should be evaluated in terms of his or her own ability. At the same time, 84 percent say that the school they teach in generally evaluates student progress on the basis of comparisons with scores of other students.

**Are teachers being evaluated on the basis of standardized test scores?**

More than one-third of the respondents say they are aware that this is happening.

**—NEA Research.**

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# Research Clues

**By JOHN H. HOLLIFIELD**
*Assistant Director, Center for Social Organization of Schools, Johns Hopkins University, Baltimore.*

**How effective are alternative schools?**

We don't know, says this review of 19 evaluations and reports on alternative schools. The reason we don't know is that the evaluations were not done very well. Most had no data from control groups, and measurement problems were rampant.

The most positive statement the authors make as a result of this analysis is that most of the alternative schools studied did have clear goals or objectives. Rarely, however, were these accompanied by specific criteria for judging successful student achievement.

See Daniel Linden Duke and Irene Muzio. "How Effective Are Alternative Schools? A Review of Recent Evaluations and Reports." *Teachers College Record* 79: 461-84; February 1978.

**Does academic failure lower students' self-concepts?**

Yes, if the students are of high socioeconomic status; no, if they are of low socioeconomic status, according to this study of 122 elementary school students.

The researchers found that among low achievers, students with high socioeconomic status had significantly lower self-concepts than did students with middle or low socioeconomic status. Self-concept was measured by the Piers-Harris Children's Self-Concept Scale; and academic achievement, by the Metropolitan Achievement Test.

The authors theorize that in families with high socioeconomic status, parents have high academic expectations for their children. As a consequence, the children will have lower self-concepts if they don't achieve well enough to live up to the high expectations. On the other hand, students in families with low socioeconomic status aren't burdened by high expectations from their families, so academic failure isn't so damaging to their self-concepts.

The authors note that teachers must not limit their special efforts to motivating and providing intensive instruction for disadvantaged children in order to boost their achievement. They must recognize that children with high socioeconomic status who fail academically also deserve special attention.

See Monte D. Smith, Salvatore A. Zingale, and J. Michael Coleman. "The Influence of Adult Expectancy/Child Performance Discrepancies upon Children's Self-Concept." *American Educational Research Journal* 15: 259-65; Spring 1978.

**Why do many large-scale evaluations conclude that educational innovations don't work?**

Two reasons. First, the evaluators often assume that teachers in a school are actually using the innovation, when in fact they may not be. Or teachers may be at different stages of adopting the innovation—some just beginning, others at different points along the way to full use.

The second reason is that evaluators assume that schools used as controls are not using the innovation, when indeed they may well be. These problems with evaluations stem primarily from the way that evaluators look at innovation, according to researcher Gene Hall. He stresses that innovation is a process, not a single event. Consequently, effective evaluation requires getting directly to the teachers to find out exactly where they are in the process. Effective innovation itself requires long-term assistance to teachers at every stage of the process.

See E. Joseph Schneider. "Teachers Determine Success of Innovations." *Educational R & D Report* 1: 3-5; No. 1, 1977.

**Will biracial learning teams improve classroom race relations?**

Yes, according to two different studies that describe how assigning students in desegregated classrooms to biracial learning teams affected their choices of friends.

One study, which involved 558 students in grades 7-12, found that the biracial "Teams-Games-Tournaments" approach increased both the number and percentage of choices of friends across racial boundaries. This study reported on four experiments in which that method was compared with control treatments in which the same instructional materials were used but the students were not placed on permanent teams. The researchers measured cross-racial friendships by means of pre- and post-tests that asked students such questions as "Who are your best friends?" and "Who are your friends outside of school?"

The second study examined the effects of "Student Teams-Achievement Divisions," another biracial learning-team approach. The authors found that the treatment had a positive effect on the number and a marginal effect on the percentage of choices of friends across racial boundaries. This study involved 65 students in two seventh grade English classes in Baltimore.

The authors of both studies conclude that use of biracial learning teams also increases students' learning of basic skills. They stress that the teamwork must be structured so that students have to work together toward a common goal.

See David L. DeVries, Keith J. Edwards, and Robert E. Slavin. "Biracial Learning Teams and Race Relations in the Classroom: Four Field Experiments Using Teams-Games-Tournaments." *Journal of Educational Psychology* 70: 356-62, No. 3, 1978.

Also see Robert E. Slavin. "How Student Learning Teams Can Integrate the Desegregated Classroom." *Integrated Education* 15: 56-58; November-December 1977.

**Do teachers' expectations cause students to perform better, or does students' performance cause teachers' expectations?**

The problem of what causes what is perennial in educational research, especially in studies of the effects of teacher expectations on student achievement.

It is logical to assume that a student who performs well will cause teachers to expect and thus encourage higher-level performance. It is also logical to assume that if the teacher expects and encourages higher-level performance, then the student will achieve better. The significance of the latter assumption lies in the possibility it offers of improving student performance.

This study analyzes data obtained from a four-year longitudinal study of 4,300 British elementary school students. The research method used examines events chronologically. Essen-

(continued on page 24)

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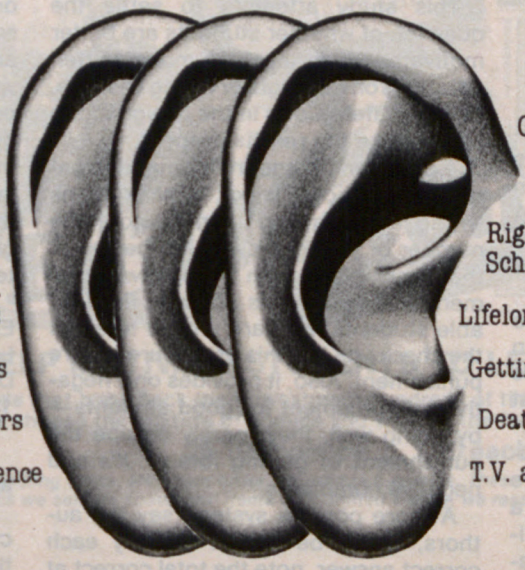

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**LISTEN**

## Options in Education

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# Research Clues

(continued)

tially, it postulates that if Event A correlates highly with Event B and always comes before Event B, then one can legitimately conclude that Event A caused Event B. (As in all educational research methodology, however, other complications are involved.)

The findings of the study support the position that teachers' expectations can cause improved academic performance by students. The expectations that most strongly influence academic performance, however, have to do with students' social performance, e.g., positive attitudes toward schoolwork, being a pleasure to have in class, being obedient in class. It was teachers' expectations of these student behaviors that subsequently caused students to achieve better academically.

See William D. Crano and Phyllis M. Mellon. "Causal Influence of Teachers' Expectations on Children's Academic Performance: A Cross-Lagged Panel Analysis." *Journal of Educational Psychology* 70: 39-49; No. 1, 1978.

**Can "positive" daily grading of student papers increase achievement?**

This study attempts to settle the question of whether students are better motivated when teachers make written notations on their right or wrong answers. Unfortunately, flaws in the design of the study make the results suspect.

A common procedure for marking papers is to place a check or an *X* by the wrong answers and then to note the number of wrong answers at the top of the paper along with a negative comment if there are lots of them. For less able students, who are unable to avoid the checks or *X's*, this procedure is pure punishment. Also, it provides only negative reinforcement for good students—by doing well, they merely escape the punishment of getting lots of *X's* and negative comments.

A more positive system, say the authors, would be to put a *C* by each correct answer, note the total correct at the top of the page, and make a positive comment if the paper is as good as or better than ones the student usually does.

On the surface, the positive system seems a better way to motivate low achievers, and this study finds significant results in its favor. The study's design, however, doesn't provide a real comparison between the two systems. *C's* and positive comments are given only to students who improve their scores over the previous day's while *X's* and negative feedback go to students whose scores decrease from the previous day's. A better design would have designated one group of students to be marked consistently with *C's*, regardless of the direction of any change in their scores. Similarly, a comparable group could have been marked consistently with *X's*.

See Richard A. Brown and Jordan Epstein. "Interaction of Achievement Level and Reinforcing Properties of Daily Grading Systems." *Education* 98: 131-34; No. 2, 1978.

**Are many high school graduates really functionally illiterate?**

This study says that functional illiteracy among high school graduates is less than 1 percent. It reinterprets the findings of several national surveys which had estimated that from 2 to 12 percent of high school graduates are functionally illiterate.

As one example of how the original findings can be reinterpreted, the study cites how three previous surveys reported that 5, 11, and 14 percent, respectively, of people in professional and managerial occupations were functionally illiterate. These findings are contrary to the definition of functional illiteracy—obviously, if the people are in professional or managerial occupations, they are *functioning* fairly well no matter what problems they may have.

The real functional illiteracy problem, says the author, lies not with high school graduates, but with students who are held back one or two grades and then drop out of school. Programs concerned with functional illiteracy should be directed toward these individuals.

See Donald L. Fisher. "Functional Literacy and the Schools." National Institute of Education. Available from ERIC, ED #151760.


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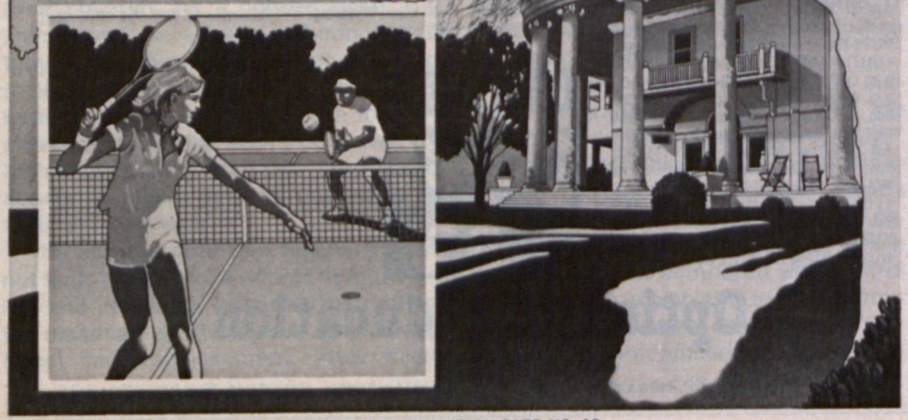

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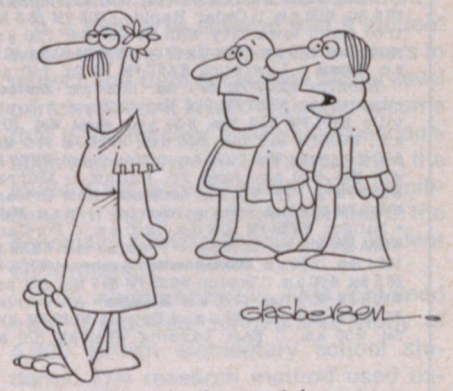

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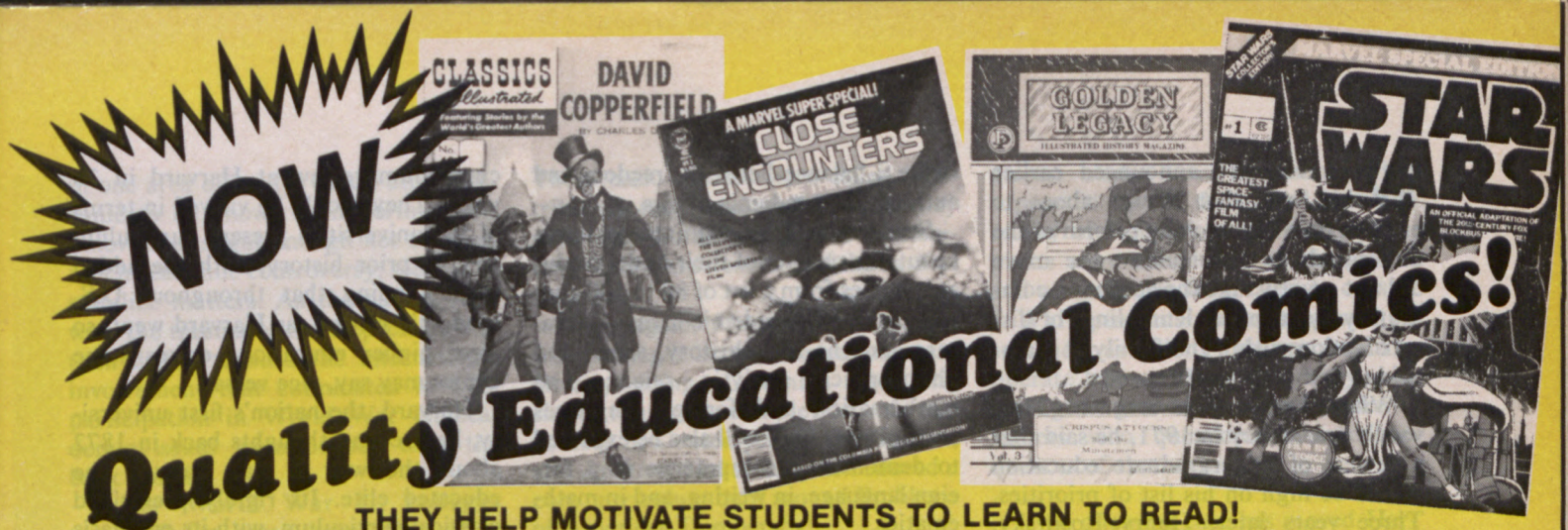


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# SEARCHING FOR THE

# *Does Harvard have the*

When Harvard announced earlier this year that it was about to embark on a far-reaching reform of the undergraduate curriculum, the move did not exactly take the academic community by surprise. Rumblings of dissatisfaction within the family at Cambridge had long been reported.

When Derek Bok assumed Harvard's presidency in 1971, he said that a review of undergraduate education would be high on his list of priorities. Three years later, Henry Rosovsky, dean of the Faculty of Arts and Sciences, pushed the matter and set up seven faculty-student committees to come up with recommendations.

"During the expansionary period of the late fifties and sixties," Dean Rosovsky said, "all of the great research universities became overly focused on graduate education and to some extent neglected their undergraduate constituencies. Now is the time to redress the balance."

On May 2, 1978, Harvard dropped the other shoe. The faculty voted 182 to 65 to institute the following reforms: The largely defunct "general education" program will be replaced by a more structured "core curriculum" to ensure that every Harvard graduate will achieve "basic literacy in major forms of intellectual discourse." The change represents an attempt to strike a balance between freedom and authority in academic affairs.

Students will be required to select about one-quarter of their undergraduate courses from a list of 80 to 100 core courses in five academic areas—literature and the arts, history, social and philosophical analysis, science and mathematics, and foreign languages and culture. They will also be expected to demonstrate competence in a foreign language, in writing, and in mathematics.

The new requirements will apply partially beginning with the class of 1983 and fully beginning with the class of 1986. Faculty committees will develop a list of core courses to be approved by the entire faculty in the spring of 1983.

Foes of the reforms held that the "core" approach conflicts with true scholarship. William Bossert, professor of applied mathematics, wanted to substitute the simple requirement that each student complete both a major and a minor field of study, instead of the core. He said, "The core takes a clear stand in praise of mediocrity." It fails, he explained, to provide intellectual depth in any one area.

President Bok, however, viewed the vote in favor of the core as a sign that "a sense of priorities" would be restored to undergraduate studies at a time when the general education program had "become diffuse and lacking in structure."

These reforms represent the first curriculum review at Harvard in 30 years. They should be viewed in terms of the university's present curriculum and its prior history, with the added understanding that throughout U.S. academic history, as Harvard went, so went higher education—or, as some cynics may say, vice versa.

Harvard, the nation's first university, had second thoughts back in 1872 about the way it was training the educated elite. Its rigidly prescribed classical curriculum, with its emphasis on Latin and on a handful of other courses that presumably made up the intellectual baggage of all educated men, no longer seemed adequate for a nation embarked on an agricultural and mechanical revolution.

Consequently, Harvard's president at the time, Charles Eliot, introduced the elective system, which allowed students to pick many of their courses. A new era in American higher education had begun. Harvard had given its imprimatur of respectability to changes that were already being felt as a result of the founding, in 1862, of the first of the land-grant colleges. These institutions opened up higher education to an unprecedented number of students from families that had previously not sent their children to college.

But within less than three decades, the elective system had set students adrift in a sea of courses which often lacked academic rigor. In the 1920's, Harvard President A. Lawrence Lowell tried to tighten the undergraduate bolts by introducing "concentration"

**By FRED M. HECHINGER**
*President, The New York Times Company Foundation, Inc.*

in one area of study, which ultimately came to be known as majoring. This innovation, slight enough not to cause much academic controversy, seemed to stabilize matters. As the nation dealt with the trauma of the Depression and then drifted toward the international involvement that culminated in U.S. participation in World War II, academic issues were pushed onto the back burner.

After World War II, colleges searched for some agreement on a common core of studies for all undergraduates. Had the nation's youth not won a war to establish the Four Freedoms? Was it not therefore essential that all members of a democratic society—and certainly its educated elite—rely on some common bond of ideas and a shared knowledge of a cultural and intellectual heritage? The political challenge was high-minded but vague. An intellectual connection needed to be made between the political and economic promise of freedom.

Once again an educational leader emerged at Harvard. The twentieth-century educational reformer, a man entirely in Eliot's mold, was James Bryant Conant. In 1945, Conant's reform document, *General Education in a Free Society*, appeared. It was, in Dr. Conant's words, an attempt to give free Americans an understanding of their responsibilities by providing them with "a common core of knowledge." It called for students to study a certain number of subjects from a list of basic courses in addition to their majors. These basic courses were called "distribution requirements," because they were distributed among the humanities, the social sciences, and the natural sciences.

Once again, Harvard had ratified what colleges across the nation were already doing. Columbia had long since required completion of two courses in Contemporary Civilization, and Amherst had already introduced a core curriculum built around Problems of American Democracy.

But while Harvard wrote general education's bible, many of its professors remained heretics. The required courses were relegated to a general education department that soon became something of an academic ghetto. Many traditional scholars whose roots were deep in their own departments looked down on general education. As general education increasingly became a requirement imposed on students without much conviction on the part of senior faculty, it sparked resentment among the teaching assistants and assistant professors who were made to carry the main teaching burden and among students who sensed that the freshness—later to be called relevancy—had gone out of these courses.

The 1960's academic revolution was, therefore, different from those which bore the stamp of Eliot, Lowell, and Conant: it was touched off, not by academicians, but by student rebels.

Their demand was for "relevant" courses and the end of all requirements. Under heavy pressure, often supported by the threat and even the reality of violence, academic requirements were abandoned at Harvard—and on campuses from coast to coast.

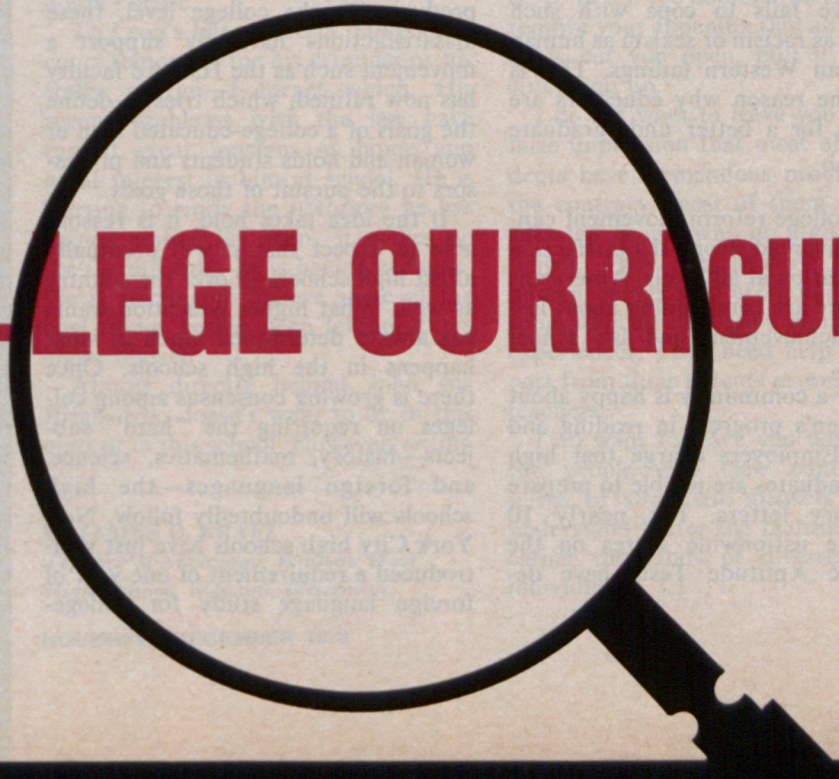
While students viewed the faculty's surrender as a victory that promised to liberate them, Dean Rosovsky was among the growing group of academic leaders who questioned the consequences of that victory.

The dilemma that has moved Harvard to once again institute required courses is nationwide.

Ernest Boyer, the U.S. Commissioner of Education, has been campaigning for reforms similar to those that have emerged from the Rosovsky studies. He describes the system born of the sixties revolt as follows:

> . . . a humanities requirement can be met by a course in film appreciation (12 nights of the Marx Brothers and the aesthetics of *Casablanca*) . . . modern dance, or poetry reading. A social science requirement can be met by [taking] a course in Latin American history, by watching *The Adams Chronicles* on television, or by making a tape recording of Grandma flipping through the family photo album. A curriculum that suggests students have nothing in common is just as flawed as one that suggests students are all alike.

It is for like reasons that the Carnegie Foundation for the Advancement of Teaching has recently concluded that general education is a "disaster area."



# IDEAL COLLEGE CURRICULUM

## answer?

Thus, Harvard is not alone in trying to redefine the meaning of undergraduate education. On campuses everywhere, the toughest question of all is, Which subjects are so important that their study ought to touch the lives and minds of all students?

- A faculty committee at Amherst in Massachusetts is considering the return of some course distribution requirements. College President John Ward has encouraged the committee by offering this parody of the present approach: "Here in any term are 206 courses—all excellent. Take any four."
- This year freshmen and sophomores at Middlebury College in Vermont are required, as part of a reform voted by the faculty two years ago, to take at least one "foundation" course chosen from among three or four academic divisions. In addition, students are required to take a traditional major and a concentration which must be in another discipline or a program of interdisciplinary courses "substantially different" from the major chosen by the student.
- Several groups at Stanford University in California are trying to determine "what is fundamental to undergraduate education." Among the options presently considered is the introduction of a universitywide course on Western Culture. (One student leader opposed the proposal because, he said, he considers Western Civilization "racist and sexist" and therefore not worth studying. But so limited a perspective fails to cope with such problems as racism or sexism as human rather than Western failings. This is part of the reason why educators are searching for a better undergraduate roadmap.)

The college reform movement cannot be divorced from dissatisfaction with education at all levels. Americans everywhere are complaining about low student achievement and lax school standards.

Hardly a community is happy about its children's progress in reading and writing. Employers charge that high school graduates are unable to prepare satisfactory letters. For nearly 10 years, the nationwide scores on the Scholastic Aptitude Tests have declined.

High school and college enrollments in foreign languages show a steeper drop than in any comparable period in recent history. A comprehensive survey of academic records of New York City high school students showed a drastic decline in the percentage of those who enroll in "hard" subjects, such as English, mathematics, science, and history. The gains of the 1950's, when the influential Conant study of the American high school urged requiring such "hard" courses of at least all academically talented students, have long since evaporated.

The 1960's, dominated by the philosophy of "doing your own thing," became synonymous with a retreat from academic rigor. Relevancy came to be mistaken for what is momentarily exciting. A mistaken view of egalitarianism made many teachers reluctant to criticize students' work and effort; hence arose grade inflation, the modern equivalent of the Gentleman's C that once protected the children of the well-to-do against intellectual exertion.

At the moment, the result is a demand for a return to the basics—a public insistence that the schools devote their time and money to the three R's. And while conservatives whose main interest is in cutting school budgets and reducing taxes often use this new slogan, increasingly the ranks of the penny pinchers are joined by those who would not begrudge education's high cost if they were happier about its product. On the college level, these dissatisfactions naturally support a movement such as the Harvard faculty has now ratified, which tries to define the goals of a college-educated man or woman and holds students and professors to the pursuit of those goals.

If the idea takes hold, it is reasonable to expect that it will eventually affect high schools all over the country as well. What higher education wants has always determined much of what happens in the high schools. Once there is growing consensus among colleges on requiring the "hard" subjects—history, mathematics, science, and foreign languages—the high schools will undoubtedly follow. New York City high schools have just reintroduced a requirement of one year of foreign language study for college-preparatory students.

Will the movement succeed, at Harvard and elsewhere, just because faculty councils have voted to support it? Or will the reforms remain a paper commitment, to be half-heartedly adhered to while the glare of publicity is on them, only to drift into oblivion as soon as the old loyalties to academic departments can once again safely be indulged?

Nothing in the nature of serious reforms is likely to emerge unless academic leaders with the devotion to look beyond their special areas agree on some essential components of general education for a free society in the last quarter of the twentieth century. It has become fashionable among intellectuals to bemoan the complexity of the modern world and to proclaim that it is no longer possible to agree on any common denominator. But precisely because modern society is complex, proponents of general education are convinced of the need to create a common foundation that allows students to communicate with each other as they deal with these complexities.

Only a few years ago, the hope to make Harvard-type reforms stick might have been slim indeed. Academic departments are deeply committed to their own turf. Faculty members are not enthusiastic about interdepartmental courses that promise little departmental glory and few raves from scholarly journals.

If the prospect of success for the Rosovskys on today's campuses has nevertheless improved, it is largely because academic conditions have changed drastically. Graduate enrollments are declining, and as the market for Ph.D.'s continues to shrink, enrollments will probably decline even more. There will, of course, also be fewer undergraduates. But since colleges must worry more than ever about recruiting students, they will simply no longer be able to neglect their undergraduates.

This is not to suggest that graduate research will no longer matter. On the contrary, teaching and research will remain as interdependent as ever; but in recent decades, the balance between the two has been badly disturbed, and the need now is to restore the balance. □

# Come Right In, John Q. Public

I know you have an important message for me, but before you give it to me, step into my 12:30 class.

The tall kid to your right is Ron. He works 35 hours a week, spends 25 hours a week in school, and supports a car and an insurance company. On weekends he goes out to "let off steam," and he never seems to have time to devote to his personal hygiene. Students avoid him. At this very moment, he could be making $2.25 an hour at his job, and he knows it.

Next to Ron, but not too near, are Steve and Janet. They are in love and most days come to this class after spending their lunch hour in Steve's car expressing their affection for each other. On some days they fight; then they come to class and exchange angry and hurt expressions when they think no one is looking. That glazed look in their eyes lets me know that they haven't had a fight today.

Frank, Marie, Paul, and Sally are here someplace. They always come to class. They always get their assigned work done with an almost mechanical accuracy. In discussions, they always give one-word answers or say, "I don't know," in order to avoid communicating with people in the class as much as possible. They have gotten through school by hiding in their classes. When this period is over, they will step out into the hall and disappear until time for my next class with them.

Leon gets up every day at five to help his dad with the chores. He usually falls asleep in class, but he doesn't snore.

To Leon's left sits John. He goes to court tomorrow for his criminal or his traffic charge—I forget which. His recent problems with the law have caused great tensions at home and great interest in him at school. He is starting to enjoy the notoriety he has gained among his peers: it makes up for the difficulty he is having at home. He is starting to believe some of the cool things he has been telling others about himself.

Almost directly behind John sits Brian, who doesn't want to be in this class or in this school. However, sitting in the back of the room with his legs outstretched and his arms folded over his chest, daring anyone to teach him anything, is better than the other choices the courts or his father offer him.

In stark contrast with Brian is Scott, who enjoys school unashamedly. Knowledge and ideas come to him so easily that he is naively unaware that in the eyes of his classmates he is abnormal. Whenever he speaks, most of the class exchange knowing glances and roll their eyes in contempt.

Jamie sits next to Scott but has never looked at him. In fact, she has not looked at anyone in the class all year. I can plead with, yell at, threaten, or cajole her. All she does is tighten up, redden slightly, and avoid meeting my eyes. She says absolutely nothing to anyone.

I would like to tell you about Gene, who can't read words in their normal order, and about all the others. I know your time is valuable, however, and you have that important message for me.

Oh yes, I see, it says that all schools need to do to improve education is to discipline the students more, train them for jobs, and teach them the basics.

I suppose I ought to feel honored that you would pick me to share your solutions with. I can't help wondering, though, whether it wouldn't be more useful for you to tell the carpenter who is going to build your house that all he has to do is to nail a few boards together, or to tell the doctor who is going to remove your appendix that all he has to do is cut you open, pull it out, and stitch you up.

I do not want to leave you with the false impression that most of my students have tremendous problems. On the contrary, most of them are well-adjusted people who do a good job in school. They are, however, complex human beings who are going through some difficult and often contradictory experiences. They need help and support from their parents as well as their teachers.

I do want to leave you with a fact: the people who view education in terms of simplistic answers need to understand better the realities of educating thousands of diverse, unique individuals. □

By JAMES D. KRAFT
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COME AND JOIN THE FUN...
READ!
THE COLUMBUS STORY

# "Reading Is Fun-Fun-Fundamental"

Reading is fun-fun-fundamental,
Read whatever you choose.
Reading is fun-fun-fundamental,
That's the reading blues!
—"Reading Is Fun-Fun-Fundamental."
© 1977 by Terry Starr.

These lyrics exemplify the attitude of both students and staff toward reading and the Reading Is Fundamental (RIF) program initiated during the 1977-78 school year at Cummings Elementary School, an inner-city school in Memphis, Tennessee.

Pupils, teachers, and parents alike are enthusiastic about the program; so are administrators and interested members of the community. An administrator, after visiting one of the RIF book distribution activities, said, "Seeing the light in the children's eyes as they selected, in some cases, their very first own book was refreshing indeed. I was also impressed with the obvious enthusiasm and commitment of teachers to the project."

Just what kind of program is Reading Is Fundamental that it elicits such positive responses from everyone involved? Basically, it is a program designed to motivate children to read by giving them free books of their own choice. Since Mrs. Robert McNamara founded RIF in 1966, hundreds of thousands of children have received millions of RIF books. During the past year, more than 1,500 RIF projects were operating in the 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands. [NEA has long supported the concept of free books for children and worked for the legislation that set up the matching grant program.]

The Washington, DC, office of the national nonprofit organization provides technical assistance to local projects, and the Office of Education, through a contract with RIF, shares the cost of the books with the local nonprofit groups. RIF matches one federal dollar to each dollar the local project raises.

RIF asks that local projects—

- Give a minimum number of books to each child (school-year projects are required to hold at least three book distributions and give at least three books to each child).
- Permit children to select from a wide variety of books without adult interference.
- Provide book-related activities designed to stimulate children's interest in reading.
- Include parents and guardians in planning and implementing the program.

By **JUDY B. GERMAN**
*Second Grade Teacher,*
**DOROTHY B. MYERS**
*First Grade Teacher, and*
**BETH FARRIS**
*Library/Media Specialist, Cummings Elementary School, Memphis, Tennessee.*

The Cummings Elementary School faculty first became interested in Reading Is Fundamental in May 1977. With the support of Principal O'Ferrell V. Nelson, it submitted a proposal to sponsor a RIF project for grades one, two, and three, involving more than 400 pupils, during the 1977-78 school year.

After the proposal was approved, a faculty committee met one hot August day before school opened to begin planning activities. The book selection committee also met in August and ordered books for the three book distributions.

In addition to the book distributions, the activities committee decided to introduce several continuing programs to motivate reading. One of the most successful is a Read-In each day, a 15-minute period when everyone in the school—administrators, faculty, pupils, and secretarial and building-maintenance staff—reads materials of his or her choice. Other successful programs include centers for pleasure reading in each classroom where children can also view filmstrips and 16mm films of storybook favorites and special programs for Children's Book Week and National Library Week.

After planning these activities, the committee began working on the first distribution, scheduled for October. Distribution includes not only book selection by students, but also activities during the weeks before and after the actual selection.

To publicize the program, the school wrote to all parents of RIF participants, explaining Reading Is Fundamental and asking for their help on distribution days. Interested persons in the Memphis City Schools and in the community were invited to the distribution. School-system and local media featured the project.

Perhaps the most exciting part of our RIF program was the first distribution period, around Halloween.

In preparation for the distribution, each class decorated its door and walls with a Reading-Is-Fun theme

related to Halloween. In the main hallway, an owl was asking, "Who-o-o-o's Reading?"

During the week before the distribution, storytellers visited each classroom. Children made bookmarks for their first RIF books and learned our RIF theme song, "Reading Is Fun-Fun-Fundamental," composed by our Orff music teacher, Terry Starr.

During this week, a witch came to school! Carrying a trick-or-treat sack full of books, the RIF Witch went to each class involved in the project, explained the RIF program, and read a story to the participants. The pupils concluded that she was a good witch. She not only read enjoyable stories but left a paperback book for each class to share.

At last the big days arrived. Excited first, second, and third graders visited the Reading-Is-Fun room, and each one selected a paperback book. The atmosphere was festive. A tape of the RIF theme song was playing, and the room was gaily decorated with pumpkins, a giant spider web, a scarecrow, a Halloween mural, and other decorations proclaiming that "Reading Is a Treat" and "Reading Is Fun." Jack-o'-lanterns, goblins, ghosts, and spooky sounds filled the room as the children made their way through the stacks of books.

Most pupils selected books very carefully. Many had a favorite in mind: "Where are the Curious George books?" "I want one about magnets." "Clifford is my favorite animal. He's a big red dog." "Are there any riddle and joke books left?" "Help me find a cookbook. I'll surprise my mother."

Sixteen classes visited the RIF room at 30-minute intervals on the two distribution days. Many parents helped on those days, serving as hostesses for visitors from other schools and from the community, packing and unpacking books and keeping them in order on the tables, and signing out the books to the children.

During the week after selection of the books, many postdistribution activities took place:

- Pupils shared their new books at home and at school.
- Pupils wrote short sentences about the joys of reading RIF books.
- Benjamin Head of the Memphis Public Library visited the school.
- Teachers issued special certificates to children for reading their RIF books.

The second book distribution, held in January, had the theme Wintertime Reading Fun. The RIF room was transformed into a winter wonderland. Figures of snowmen, children on sleds or skis or ice skates, and huge snowflakes hung from the ceiling.

At this distribution, many children became more selective and took more time to look for that one very special book. Again, parent volunteers were an invaluable help in making the distribution a success, and pre- and postdistribution activities kept interest keen.

An outdoor Book-Nik was the RIF happening in the spring. Before the distribution came a special treat: the Orff music students in the upper grades performed a musical puppet play of *The Gingerbread Boy*. As a result, *The Gingerbread Boy* was one of the most requested books on RIF day.

Streamers, balloons, and paper flowers and butterflies filled the small, sunny courtyard where the Book-Nik took place. For the children, choosing another book of their own was a welcome prelude to springtime reading fun.

Afterward, children in one class made picture booklets of their favorite stories to take home and share with their parents, many teachers read their students' RIF books aloud to them, and once again teachers presented the treasured certificates to their pupils.

The final RIF activity of the school year was a Book Characters Parade. Representatives from each classroom made posters and costumes that characters in their books would have worn. More than 60 children participated in a parade of book characters that wound through the school, visiting every classroom. The costumes sparkled with originality. A huge brown dinosaur lurked in the hallway, followed by the Mad Hatter. Clifford, the big red dog, and Curious George walked hand in hand. The enthusiasm of the lower-grade pupils spread to those in upper grades as they anticipated the expansion of our RIF program to grades four, five, and six.

Most of the pupils who had participated in the 1977-78 program could name the titles and authors of their RIF books. Some reread their books daily. This came about because of the pride they felt in owning these books. These remarks demonstrate the point. "May I read *my* RIF book to the class?" "I made a book marker for *my* book." "May we make book reports about *our* books?"

The RIF project is one of the largest undertakings our school has ever attempted. Work in committee meetings, setting up the RIF room, and decorating hallways, classrooms, and bulletin boards has brought faculty, pupils, and community together in a unique way. Our hours of work have been well compensated by our pupils who have developed into prideful book owners and readers. All of us working with this project agree that our commitment to Reading Is Fundamental has just begun. □

For information about the RIF program, write to Field Staff, Reading Is Fundamental, Inc., 475 L'Enfant Plaza, Suite 4800, Washington, DC 20560.

# What Does Research Show?

Our mass media frequently assure us that today's children are not being taught to read. The charge may be supported by anything from brief interviews with dissatisfied parents to references to marked declines in average scores on tests such as the *Scholastic Aptitude Test* (*SAT*).

Yet, in 1976, sixth and tenth graders in Indiana scored as well on the *Iowa Silent Reading Tests* (*ISRT*) as the state's sixth and tenth graders did in 1944-45. And they did so at an earlier age! With a score adjustment for age, the 1976 subjects markedly outscored the students of 1944-45. The Indiana study which brought out these facts[1] is among several with similar results. (One of us—Roger Farr—was a co-investigator in the study.)

Teachers who have noticed the seeming contradiction between such data as the *SAT* score decline and the other evidence such as the Indiana study are at least a step ahead of the general public, which seems to have accepted the assumption that students don't learn to read as well as they used to. In fact, we appear as a nation to be making vital education decisions on the basis of that assumption. The back-to-the-basics movement and the widespread adoption of minimum competency tests are two of these decisions that can have a serious impact on our children and that are being made without the advantage of careful analysis of all the relevant data that is available on reading achievement.

The data which spark the most anxiety in many critics of today's reading education show a marked 14-year decline in average scores on college entrance tests such as the *SAT*. These tests attempt to predict how well high school students who hope to go to college will succeed when they get there. They determine verbal aptitude by means of questions that measure vocabulary and reading comprehension.

*SAT* scores, however, are not a good measure for evaluating the reading education of all kinds of students, at all ages. Tests such as the *SAT* are given only to high school juniors and seniors who are considering college, not to all juniors and seniors. Nor are they given to students at other grade levels. Thus the aptitudes these tests measure are at a relatively high level.

Before looking at data that contradict the charge that students today do not learn to read as well as students in the past did, it seems only fair to note a group of studies that might be used in arguing that reading achievement is falling off.[2] These studies matched achievement and aptitude scores on nationally used tests that children at specific age levels from a specific area had attained in different years. They show a trend of rising scores up to the mid 1960's and a decline after that for all grades except the lowest elementary grades; at those levels improvement continues. Six of these are statewide studies like the study in Indiana.[3]

There are, however, state studies other than the Indiana study that contradict these general findings. They show either little difference or slight increases in scores at certain age levels over a span of years.[4] All such studies—whether they show declines or increases—indicate the need for close analysis of societal and educational factors that may have affected the scores. An analysis of these factors, such as the teaching methods used, could tell us a great deal about what we are doing right and what we are doing wrong in teaching reading.

The Indiana study used scores from the *ISRT* test given to 25 percent of each of the state's sixth and tenth grade classes in 1944-45. In 1976, a stratified random sample, consisting of 7,000 to 8,000 students in each class, was tested with the same editions of the *ISRT* that were used in 1944-45. The overall difference in achievement between the two periods at each grade level was slight.

The sixth graders tested in 1976, however, were 10 months younger than the sixth graders tested in 1944-45, and the sophomores tested in 1976 were 14

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months younger than their earlier counterparts. When the scores of students tested in 1976 were adjusted for these age differences, the more recent sixth graders markedly outscored sixth graders from 1944-45 on every subtest and on total score. The adjusted total score and the adjusted scores on all the subtests but one were markedly higher for the 1976 sophomores. They scored the same as the earlier group of tenth graders on the paragraph comprehension subtest.

Several factors may have favored the 1944-45 students in the Indiana study. First of all, the versions of the *ISRT* that were used were certainly more closely aligned to the curriculums of the earlier period, and the students in 1944-45 may also have been more accustomed to the severe time limitations of the tests than the students in 1976. (Most achievement tests today are timed so that a majority of those tested can finish.)

In addition, the sophomore class of 1944-45 was 14 percent smaller than it had been as a freshman class. Dropping out of school has decreased over the years—Census data show that the average number of years of schooling for Indiana citizens rose 4.6 years from 1940 to 1970. In early 1944, many 16-year-olds quit school to go to work in the lucrative war industries. Finally, in the 31 years between the testings, minority student enrollment in Indiana increased from .04 to 11 percent. For some of these children, English is a second language; therefore, they often do not score as well on standardized tests as their classmates.

One factor, however, may have given the 1976 students an advantage: the amount of time reported to be devoted to the teaching of reading in Indiana was 50 percent greater in 1976 than in 1944-45.

There are other studies that show reading education is not less effective now than in the past.

- In a 1978 study, 183 Ohio sixth graders were given a paragraph comprehension test that had been used with sixth graders in 1917. In addition, a 1919 test using five vocabulary words was given to 583 eighth graders. The results on the latter test favored the students of 1919, but the differences were not statistically significant. On the former test, however, which measured both literal and inferential comprehension, the 1978 sixth graders scored significantly higher than the 1917 sixth graders on both components.[5]
- A Florida study shows that the reading abilty of college freshmen has improved.[6]
- Perhaps the most extensive and carefully designed study of reading ability in the country is that conducted by the National Assessment of Educational Progress. NAEP tested 63,000 9-, 13-, and 17-year-olds on literal and inferential comprehension and on reference skills in 1971 and again in 1975. The achievement of 9-year-olds improved on all three measures. Although there was little change in the total reading ability scores of 13- and 17-year-olds, their achievement improved slightly in literal and declined slightly in inferential comprehension.[7]
- National literacy data also indicate that we are teaching students to read well enough to be "functionally literate." It is difficult to make comparisons from one census to another because definitions of *literacy* change. Yet the percentage of illiterates in the United States dropped from 10.7 percent of the population 10 years old or older in 1910 (6.2 million persons) to 1 percent of the population 14 years old or older in 1969 (1.4 million persons).[8]
- A study of data from three other sources[9] concludes that our schools are more effective than ever in reducing illiteracy.

**Some research studies show that reading education is not less effective now than in the past.**

The research results reviewed here show that there are no clear grounds for assuming that students today cannot read as well as they would if they had been in school some 25 years ago. What all these studies taken together indicate is the need for more research comparing extant reading scores from earlier periods with the scores contemporary students make on the same tests. Such studies should reveal whether students today actually are reading less well than their counterparts in earlier years or whether, as the Indiana study shows, they are reading better.

Accompanying research should compare possibly relevant societal and educational factors from the periods sampled to see whether they can explain any differences in achievement that are found. In the Indiana study, for example, we might learn why the 1976 students had higher scores—for their age—than the 1944-45 students. An analysis of teaching methods predominant in both periods might explain why

the unadjusted scores in 1976 were notably higher on reference-type skills or why the unadjusted scores of the 1976 sixth graders were higher on word meaning, the same on sentence meaning, and lower on paragraph comprehension than those of their 1944-45 counterparts.

Age difference in samples should be accounted for. Data on retention could reveal how much additional school experience the greater age of earlier samples represents. The more thorough the exploration of possibly related factors, the more plausible will be any suggestions for improving reading instruction that are inferred.

The advantage of making decisions about reading education on the basis of such research rather than of unsupported assumptions should be clear. Yet, as noted above, we are now moving back to the basics and proliferating minimum competency tests on the basis of assumptions for which the evidence is at best contradictory.

Back to the basics in reading instruction seems to imply a focus on single words and on linguistic units smaller than words. The rationale is that by mastering letter-focused, syllable-focused, and word-focused skills, the beginning reader will learn to put together the meaning of sentences and paragraphs.

As it concerns the content of reading, back to the basics can also mean exposure to approved "classic" ideas and styles deemed to be essential to the educated person.

In contrast, a developing consensus among reading educators has led to methods which stress whole ideas as expressed in sentences and larger units. Phonics and word-focused attacks are not ignored—particularly at beginning levels—but the overall emphasis is on the interrelationship of words and ideas.

Such an emphasis has been compatible with choosing the content of reading materials on the basis of the background and developing interests of the individual child. This approach does not eliminate the classics from the curriculum. It does contend, however, that when young children learn to read with materials that expand their own interests, they will not only decide that reading is a valuable activity but will also be more responsive to and capable of comprehending the classics when they later encounter them.

If the back-to-the-basics movement reaffirms the place of phonics, for example, and of the classics in an eclectic approach to teaching reading, it is defensible. If, however, it means an overemphasis on skills at the expense of ideas and of making reading an activity that corresponds to the child's experience, it can convince a generation that reading is a tedious and useless activity. And if the rationale for the back-to-the-basics movement is the assumption that other teaching methods are less effective than a narrow skills approach, the proponents of the movement should be challenged to affirm beyond doubt that such is the case.

That we are reacting as a nation to the assumption that our children are not learning to read very well is most evident in the fact that half of our states have adopted some form of mandatory minimum competency testing. Often such tests are designed to measure skills (including comprehension) that are isolated from ideas. In this way, the trend to minimum competency testing and the back-to-the-basics movement are linked.

Whether or not the achievements such tests measure are intentionally limited, the tests must attempt to measure in minutes the accomplishments of from one to 12 years of learning.

Students in states that have adopted such testing have no choice but to make acquisition of the skills that the tests stress a basic concern. And their teachers are forced to teach to this immediate need. If the tests fail to stress broad understanding of what is read, the teacher and the child may give interpretative reading skill low priority.

A minimum competency test is not likely to measure whether children read critically. And no test can measure whether children synthesize what they read into their developing concepts. A test cannot judge whether children enjoy the magic of books and the lessons books provide. It cannot present children with real situations to see whether they can use the information and ideas they read about in their everyday activities. Teachers can, however, judge these things and teach children to incorporate reading as a useful and enjoyable habit—providing they are not increasingly bound to teach to the impersonal test.

Some teachers of reading may welcome the ultimate simplicity of a legislated standard that tells them very specifically what they are accountable for teaching. It can, for one thing, take much that seems nebulous out of professional self-evaluation. After all, how can one record the flash in a child's eyes that represents new understanding, that identifies an observation that the child thought was peculiarly his or her own, that shows a child has recognized that someone else has been afraid or has doubted? One can't show that to the school board, the state legislature, or the critics.

What, then, can teachers who value the teaching of reading as a whole experience do in the face of criticism based on elliptical interpretation of test results? How should they respond when minimum competency testing or a narrow approach to teaching reading are required?

First of all, teachers can keep abreast of the literature on comparative reading achievement as well as on methods of teaching reading. They can challenge

unfounded assumptions about children's "inability" to read in an effort to inform fellow teachers, parents, and other decision makers. They should also, of course, make it clear that current methods are not as successful with some students as teachers would like them to be—that the search continues for more effective approaches. Finally, teachers can cooperate with responsible researchers who want to develop data that compare performance or seek to reveal factors significant to reading instruction.

Teachers can also examine the procedures for constructing minimum competency tests that will be used in their districts. They may be able to get involved in constructing the tests to be sure that they emphasize—as much as possible—the skills teachers believe represent reading. In short, teachers can try to ensure that the tests reflect the curriculum (as tests should) so that they do not have to restructure the curriculum to the tests.

We do not believe that tests should determine the curriculum. If a test measures the objectives of the curriculum and students do poorly on it, the test may bring about change in *instruction.* This is an appropriate use of testing. The problem lies with using tests to change the *curriculum* itself. As we have noted, tests cannot measure, for example, what reading really is in terms of idea growth and affective reaction. Consequently, if tests are allowed to dictate curriculum, important objectives will be ignored because tests can't measure them. This is a misuse of testing.

Curriculum change should come from careful analysis of experience and data from many sources, including valid testing. Teachers and researchers must work together with all concerned citizens to accomplish this and to make reading education more effective. □

### Notes


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READING

(continued)

# So You Teach in a Content Area?

"How can I teach my students when they can't even read the text?" This question is common among secondary teachers, and good answers have been hard to find.

Efforts to lower the reading level of written materials and to use audiovisuals and show-and-tell techniques to supplement reading have had limited success in helping students comprehend text materials and apply that information. Little progress has been made in finding a solution to the problem. Now, however, new information may have applications that can help students read their texts with understanding.

When a teacher gives students an assignment to read, they probably try to understand the ideas of the author, yet more often than not, they fail. If the material is of the appropriate reading level, punctuated by boldface headings, and accompanied by pictures, graphs, and/or maps, some teachers wonder how reading it can be such a difficult task for their students.

Psychologists, too, have begun to ask questions such as, Why is it that when students are presented new information, some remember it, and others do not? Why do students remember some parts of new information and forget other parts? Why can a student read material aloud fluently without comprehending it?

Some answers to these questions are beginning to appear. Psychologists have found that acquisition of


By BESS OSBURN

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information does not depend only on perception—what is seen or heard—but also on something that occurs within the individual as he or she receives information.

To illustrate the point, here's a paragraph I presented to a group of my graduate students. (It is from a paper David Pearson presented at the 1976 National Reading Conference in St. Petersburg.)

> John went to Vescio's, his favorite Italian restaurant. He ordered lasagna. When the waiter brought it, John was so enraged that he left without leaving a tip. He even forgot his umbrella.

I asked the following questions about the paragraph, and my students gave the following answers.

1. Why did John go to Vescio's? To eat.
2. Why was John angry? The waiter did something wrong or something was wrong with the food.
3. Did John pay for his meal? He probably did. Since the author mentioned the tip, he would have probably mentioned John's not paying for the meal.
4. When did John pay for his meal? Before leaving. It is customary to pay on the way out.
5. Who seated John at the table? Probably a hostess or a maitre d'.
6. Had it been raining that day? Probably, or else it looked like rain.

Although not one question was explicitly answered in the passage, my students' answers were all about the same. Therefore, the restaurant scene and the procedures that one follows when going to a restaurant must have been so firm in my students' minds that they all made common inferences.

One psychologist, Roger Schank of Yale University, has labeled such knowledge "script." He has pointed out that written language does not specify commonly familiar details. For comprehension to occur, therefore, inferences must be made. These inferences depend on the script that the reader already knows. For example, if my student said, "After three stops, I finally found the medicine. The traffic was terrible," I would not ask whether he or she had driven to three different drug stores. Our common experiences have provided me with this knowledge.

On the other hand, suppose students read the following sentence from *A Course in Modern Linguistics* by Charles F. Hockett:

> . . . the morphemes which enter into a single word vary in their phonemic representation depending on the other morphemes present in the same word; at the same time, the shapes of whole words vary depending on their position relative to each other and on the shape of adjacent words.

I don't expect them to be able to answer questions about this one. They do not have the experience or script to comprehend such a sentence.

Reading, then, is a process of constructing meaning. It requires the reader to use a background of understanding—a script—to establish a conceptual chain. Readers must relate their previous knowledge to the author's message to develop a web of meaning. If this does not happen, the reader will not comprehend the message.

Think of a seventh grade boy reading this statement in his science text, "Digestion is only a preparatory process." He must draw upon what he knows, upon the file of concepts in his mind. These concepts might be very limited, but the student is expected to continue reading and follow the reasoning of the author. The second sentence reads, "Nutrients are changed into forms which can diffuse through the walls of the alimentary canal into the blood and from the blood into the cells." To comprehend, he must bring to mind what he knows about *nutrients, diffuse, alimentary canal*, and so on and relate each of these to the concepts in the first sentence. If, however, these concepts and inferences are not available in his mind, it is impossible for him to comprehend the statements even though he might be able to pronounce every word in them.

An article by John T. Guthrie in the October 1977 issue of *The Reading Teacher* provides an interesting example. To comprehend the sentence, "Gas can grow transistors used in pacemakers," the reader must make inferences from previous knowledge—that crystals used for pacemaker transistors are grown from seed crystals and that sometimes gas is used to grow the crystals. The words must trigger the ideas in the reader's mind. Then the mind must consciously manipulate the words to make the inferences necessary for comprehension.

Efficient learning requires both adequate reading

comprehension and retention of information. Psychologists are shedding light not only on the elements that affect comprehension, but also on those that determine what information is remembered.

Donald Norman of the University of California has provided a readable account of learning theory. In *Memory and Attention: An Introduction to Human Information Processing*, he makes the following points:

- The material to be learned must be organized so that the parts fit together in a logical order.
- Relationships within learners must be established between what they already know and the new material, so that the new fits within the old.
- Learners must understand how the new information is relevant to their world.
- Any mental activity performed on the information which increases the depth of processing will help form connections that improve memory of the material, its retrievability.

When considering these principles, teachers recognize how complicated the teaching task really is. Not only do they have to know the material themselves, but they must organize it in an understandable, manageable, and logical way for students. Second, they must prepare students so that they have a background for the concepts they will read and hear about. Third, and perhaps most difficult, teachers must help students recognize how new information is important to them.

To prepare students for new information, teachers must decide which elements of their subject matter are the most important. Following the plan of the textbook is often the answer to this problem. Most secondary school texts, however, have too much information for a year's course. By identifying overall objectives, teachers can select the important passages from the text and the outside readings they want students to cover.

The next task is to decide just how the concepts can best be presented to students. Here are some suggestions.

- An outline to accompany a chapter in the text or a lecture can organize the information for students. Both can indicate the important points in the information and can sequence it for students.
- Advanced organizers are statements or questions to give students before they read a selection. They can point out what to look for and how new information relates to what students have already learned.
- A structured overview is a kind of advanced organizer—a diagram or picture that shows how the important concepts of the topic are related to one another. It organizes the information so that the superordinate and the subordinate parts connect logically. After a teacher uses a structured overview for an introduction, he or she can use it periodically as a review to remind students how the concepts fit together.
- A study guide to accompany a chapter or unit can direct students as they search for information. It establishes relationships among the parts and, through questioning, guides the thinking process. Making written and oral responses to study guides requires learners to use and apply new information.

To motivate students and provide them with a background for new information, teachers may find these techniques useful:

- A brainstorming session at the beginning of a unit can provide important diagnostic information about what students already know about a topic. When small groups of students list what they know about the subject of the unit, existing concepts—misconceptions as well as immature concepts—will alert teachers to what information they need to teach.
- Audiovisual aids can help establish background information about a new topic and can also motivate students to want to learn more about that topic. They are particularly appropriate at the beginning of a new unit, when they can link what is known to what is to come.
- Time lines are appropriate to help social studies students establish time relationships among important events.
- Vocabulary games encourage learners to understand important vocabulary words and their meanings. They help to establish mental definitions and concepts.

How much is learned in a class and how strongly it is retained will depend on the degree of mental activity students give to the task. This depth of processing will determine what students will be able to retrieve and apply. Memorization for immediate recall may produce learning in the short term, but if information is to be permanently integrated into the student's knowledge, it must be processed at several different levels.

If the information to be learned must be remembered for the development of future concepts, the level of processing is critical. In that case, teachers would probably show students an introductory film to establish background, have them read selected passages from texts accompanied by study guides, follow outlines while listening to tapes or lectures, and collect research data to be shared in structured discussion groups.

These instructional strategies provide not just nice activities for students to work on, but are necessary activities for learning. Effective teaching—and learning—is no easy task. □

# Do You Have TV Interference?

In the early fifties, a worried mother asked Alice Keliher, then professor of education at New York University, what to do about her child's heavy television viewing. "Just turn the little button marked OFF," replied Dr. Keliher.

At that time, only about a million households in the United States had television. By 1977, 73 million had at least one set; 45 percent of those had more than one. Every set has an OFF button, but apparently Americans use it less and less.

In 1967, second graders watched 16 hours a week. In 1977, children from two to 11 years of age watched 25 hours and 38 minutes a week.

Adult women in the United States average 30 hours and 14 minutes a week watching the tube. Adult men average 24 hours and 25 minutes. These statistics may account for the fact that few parents today seem to be asking the question put to Dr. Keliher 25 years ago.

During informal conferences I had with teachers in 28 communities in the fall of 1977, none of the teachers could recall any parents' asking for help in coping with television in the lives of their children. "Many parents are addicts, too," noted one teacher. "They want the TV set turned on."

Dramatic headlines have focused on the damage which may result from watching TV programs loaded with violence, brutality, and sex. Yet teachers told me they are even more concerned about the long hours a child watches television—alone, immobile, silent, receiving instead of producing, with no time or incentive to question. The average American child watches 5,000 hours of television before entering first grade and comes to school prepared for more of the same. "These children expect the teacher to give them everything," says Charles F. Wagner, fourth grade teacher in the Palisades School District in Pennsylvania, "because on television everything is given to them."

Even more disturbing is the fact that TV children are accustomed to learning from visuals which give their message instantaneously in what Tony Schwartz, author of *The Responsive Chord,* calls "a continuous stream of fleeting, millisecond events."

At school, children are expected to decode the printed page syllable by syllable, with little possibility of understanding the real meaning of a message until the end of the sentence, perhaps the end of the paragraph. To the child who is a TV fan, the pace of reading is deadly. The strain of trying to wall off high-speed TV-viewing skills in order to move slowly and thoughtfully is frustrating to many of these children.

Wilbur Schramm of the East-West Research Center in Honolulu points out that heavily TV-oriented people are accustomed to exercising the right hemisphere of the brain (what he calls "the visual, affective, simultaneous one"). Dr. Schramm says print-oriented people are accustomed to exercising the left hemisphere—"the logical, verbal, linear side." Most young people spend far more time watching television than they spend in school. Television trains them for visual (right-brain) learning, but their schools are geared primarily for reading and writing (left-brain learning).

Drawn into this dichotomy, children are torn between what comes naturally and what seems awkward, meaningless, even painful. It is no wonder that Dorothy Cohen, Graduate Program Adviser at the Bank Street College of Education, sees an "increase in frenetic aimlessness, high distractibility, and inability to focus among many more preschool and primary school children than experienced teachers remember."

### Enlisting Parents

In many communities, teachers and administrators are devising strategies to limit children's TV viewing and to help them get the best in televison. That means working with parents.

In May of this year, the Denver Public Schools went directly to Title I parents by means of a Saturday workshop on the impact of television on children. Small discussion groups compared techniques for

By NANCY LARRICK
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cutting back on TV viewing, selecting programs carefully, teaching at home through television, and developing play activities which will have a positive effect on children and absorb the time previously devoured by TV.

Several small private schools have asked parents to eliminate or severely restrict children's TV viewing. The Kimberton Farms School near Phoenixville, Pennsylvania, insists that children in nursery school, kindergarten, and first grade not watch television at any time and that those in grades two through 12 not watch from Sunday through Thursday nights.

Teachers of four- and five-year-olds at Kimberton Farms feel they can tell when a child has been watching television the night before; he or she is more harsh in play, less able to listen, and has a glazed, detached look. The TV child is likely to say, "I don't have anything to do."

The School offers to show parents how to engage children in free-time activities such as puppetry, carpentry, ceramics, and photography—all to fill in the hours when the OFF button is in control of their children's time.

In Bucks County, Pennsylvania, the Palisades School District set up a project last spring to encourage families to read for half an hour each evening—with the TV turned off. Bumper stickers, daily reading reports, and certificates of achievement encouraged enthusiastic participation.

A program in the Upper Darby (Pennsylvania) High School also focuses on home reading as a replacement for TV watching. Called Home Assisted Reading Program (HARP), it asks families to sign a pledge to turn off the television for 15 minutes a day while every member of the household reads a book. A Community Bookcaller talks with each family to learn book preferences and then to deliver and pick up books.

**Children as Critics**

Instead of encouraging children to turn off the television, some schools and organizations are attempting to help children become discriminating television viewers.

A number of teachers have enlisted children in study of the content of TV programs and commercials. A New Jersey teacher had each of her seventh and eighth graders keep a log of three hours of TV viewing, recording the time and topic of each commercial and things-to-come announcement. "It was a real eye-opener for all of us," she said, "and led to keen discussion of what television is all about."

At the McGuffey Lab School of Miami University in Oxford, Ohio, Donald Pribbles, assistant professor of education, has encouraged intermediate grade children to create parodies and satires on TV shows and commercials. "The way they can spoof TV is evidence that they can learn to be very perceptive," he says.

To help young consumers develop a healthy skepticism about the claims of TV advertising, Consumers Union has produced a 15-minute 16mm color film entitled *The Six Billion $$$ Sell.* Using clips from TV commercials, young people in the film try out products and premiums and talk about celebrity selling techniques, advertising promises, brand loyalty, and their actual experience with products. (Available from Consumer Reports Films, 256 Washington St., Mt. Vernon, New York 10550. Purchase price, $240; two-day rental, $26.)

To teach children to become more intelligent and discriminating consumers of television, the Yale University Family Television Research and Consultation Center is developing an eight-lesson course (with a teacher's manual). The course will help third, fourth, and fifth graders to understand the difference between TV commercials and programs and between fantasy and reality. It will also familiarize children with a variety of visual techniques commonly used in television.

**It Takes Time and Planning**

Before programs to limit home TV viewing can begin, families need to survey how much television and what programs children are watching. Many parents are amazed to find that even one day's tally reveals that children watch long hours of trash and violence. Children who are old enough to keep

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Television Reading Program

The television industry itself has provided for one way teachers can use television in teaching reading. The CBS Television Network has developed a Television Reading Program in conjunction with some of the prime time dramatic specials that it broadcasts during the school year. The Program is designed for teachers to use in motivating children to read. It provides teachers with the complete script of the drama, so they can ask students to read it before the program airs. Teachers can also encourage children to follow the script closely as they watch the program at home with their parents.

In addition, teachers' guides suggest ways to spark discussion about the dramatic, moral, and social values represented in the show. Bibliographies, reading and writing lessons, and suggestions for other creative activities also are part of the Program.

The Television Reading Program was tried out in more than 30 cities last year. This year it will operate in 90 of the 200 areas served by CBS affiliates. In many cities, the scripts have been reprinted in a local newspaper or in a booklet underwritten by a local business or community group.

The CBS Reading Program is carried out through the initiative of the CBS-TV affiliate in each area. To find out whether the Program is being set up in your area, write your local CBS-TV station.

# In Defense of Grade Inflation

Nearly everyone agrees that grade inflation has beset every level of our educational system, but no one has publicly identified the source of this menace. Well, I confess. For nearly two decades as a high school teacher, I have unashamedly given A's and B's to dozens of students of less-than-average academic ability. Furthermore, I continue to do this. But before you condemn me as a heretic, let me advise you that a lot of teachers have committed the crime.

Teachers, by the thousands apparently, have abandoned the old method of norm-referenced grading. This system, more commonly known as "grading on the curve," produces a few winners and a few losers, leaving most students in the middle to be smothered by the deadening verdict of mediocrity. You probably grew up with this system, and if you remember it with fondness, no doubt you were one of the winners.

As a young teacher in the 1950's, I accepted the principles of norm-referenced grading without question. Then during the 1960's and the early 1970's, something happened to the mood of the country. We began to scrutinize the dominant values that we had labeled the "Protestant Ethic." In the process, we abandoned nothing; we merely softened and humanized what we already had—a greening, if you will. Work as an end unto itself lost some of its sanctity, while the needs of the individual gained ascendance over the demands of institutions. Naturally, the schools could not ignore this shift in public sentiment.

Slowly but surely, the practice of grading kids with unequal ability by the same standards struck teachers as being a little obscene. We had limited the number of acceptable grades, so one student's gain necessarily meant another student's loss. Finally, we realized that grades given under such conditions do not represent honest achievement in terms of real learning. They merely inform the student whether he or she has beaten someone out of an A or B. So without manifestos, we quietly moved toward more humane methods of evaluation.

Today many teachers, including myself, give all students a reasonable chance to make an A. They assign students a set of expectations well within their reach. Students soon learn to compete only against themselves. To be winners, they don't have to defeat their classmates. Many youngsters who would have given up when faced with certain defeat under the old system now work close to their full potential.

Of course, this means that more students get better grades than ever before because we have enlarged the winner's circle. It also means that some students will not possess all the knowledge or skills normally associated with high grades. Some university professors will be appalled when they encounter these students. But in my opinion, the final products of higher education—our teachers, scientists, doctors, and lawyers—are more intelligent and better trained than ever before. So what's there to get so excited about?

No doubt, much of the alarm about grade inflation stems from a problem of semantics. Grades and standards are not the same thing. They may not even be closely related. When a teacher consistently grades low, it does not necessarily indicate that he or she has high standards. More likely it reflects a breakdown in the instructional process. If low grades could raise standards, I would be among the first to endorse them.

I have never given a class all A's, but I hope to before I retire from my teaching career. And when I do, I'll be darned if I will apologize to anyone.

**◆Readers' reactions are invited.**

**By RALPH J. KANE**
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# BRAIN-COMPATIBLE TEACHING

Scientific developments during the last few decades offer a radical new way of looking at learning—one that appears to have enormous potential for helping teachers bring about major gains in students' achievement.

We have known for many years, of course, that the brain is the organ for learning. For all practical purposes, learning occurs only in the brain, and is stored only in the brain. The brain controls all emotion and all goal-seeking behavior. But only in the last 25 or 30 years has the basic information that can give us a useful understanding of the brain developed. It comes not only from the neurosciences, which have made brilliant progress, but also from major findings in anthropology, evolutionary studies, ethology (the study of creatures in natural rather than laboratory settings), computer science, the newer information-processing psychologies, and other disciplines.

The adult human brain, although it weighs around 1.5 kilograms and has a volume about equal to that of a liter bottle, may be the most complex apparatus in the universe. This magnificent organ is unquestionably a form of computer, but despite its tiny size, it puts to shame the largest electronic systems. True, compared to the electronic digital types, it works at ox-cart speed, but unlike them, it can operate along many thousands of channels simultaneously.

Only as we study the brain can we begin to grasp what being human means, and the full scope of individuality.

By LESLIE A. HART
*Writer, Consultant, and Author of* How the Brain Works *(Basic Books, 1975).*

To get a little perspective, let us note that humans have been on earth at least 4 or 5 million years, and that our type, often called "modern man," appeared about 50,000 to 70,000 years ago. The brain we use today took its form thousands of years earlier, and it has not changed its general "design" since then. Long before anyone thought of school or formal instruction, people somehow developed clothing, housing, tools, weapons, uses for fire, pottery, weaving, music, dance, painting, sculpture, language, religion, elaborate social structures, and a great deal more.

Recognizing this fact, and observing the splendid learning that preschool children usually achieve, can bring us to an important realization: the brain is not designed for our schools. We have long demanded that students' brains conform to the school; we must now turn that around 180 degrees and see that schools, if they are to succeed well in producing learning, adapt to fit—and not fight—the brain. In short, we have to develop schools and modes of instruction that are brain-compatible.

My own experience with teachers tells me that a brain-compatible approach will support some intuitions and observations of experienced teachers. But it will also require dropping many traditional arrangements and practices.

Before long, I venture to predict, many colleges will give courses on the brain. Very few do now. But it is not necessary for teachers to have detailed knowledge about brain mechanisms, many of which are still far from fully explained. What teachers need is information about what the brain is for, its "shape," and its main principles of operation.

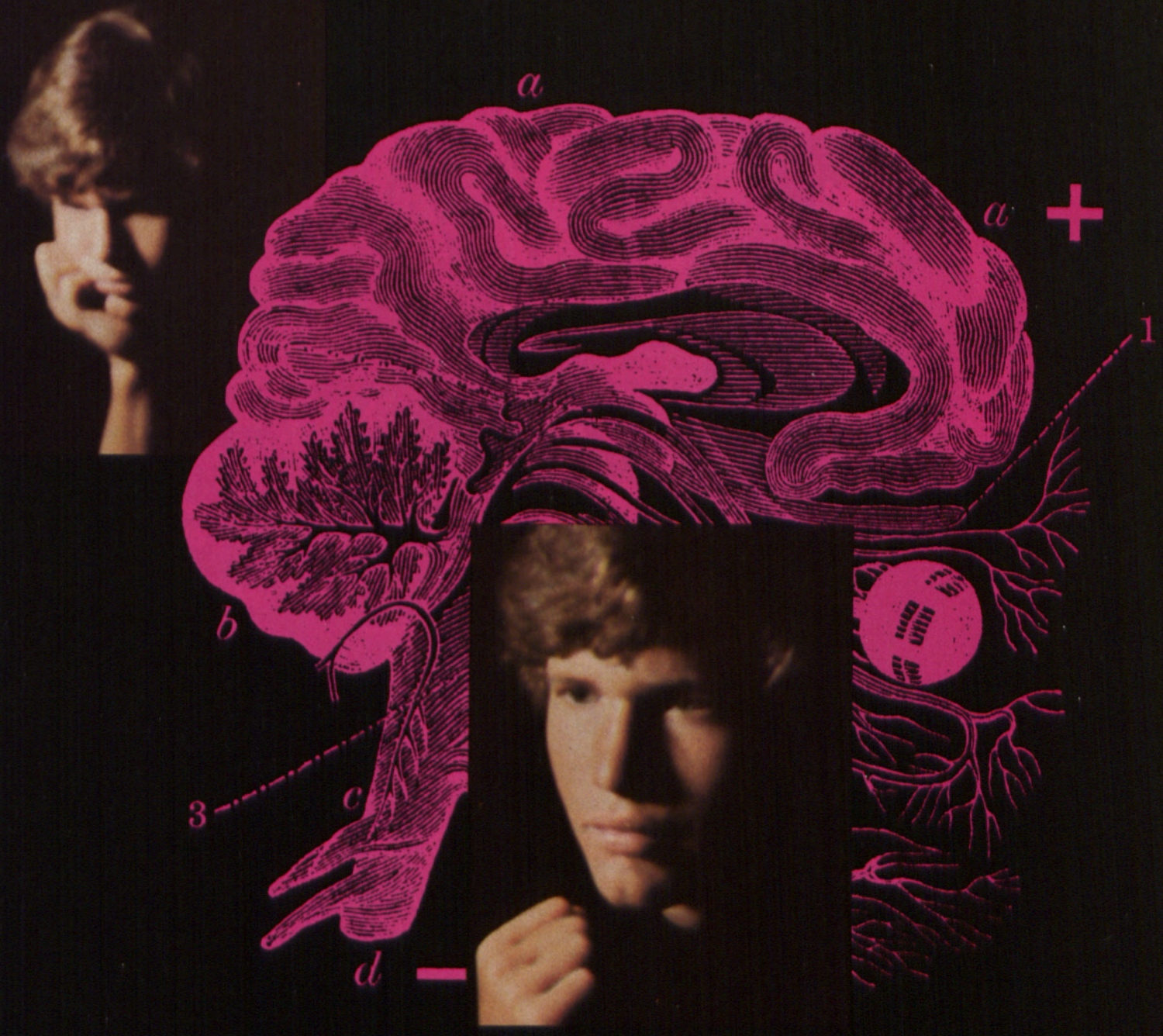
In this article, I can only touch on a few aspects of the new comprehension about the human brain that are important to teachers. One of the most important is that the brain is a pattern-detecting apparatus. It does not have to be taught to detect and compare patterns any more than the heart has to be taught to beat. In fact, efforts to teach it "how to think" may interfere with this natural ability.

Stimulus-response psychology gave us the impression that the brain is passive and that what is taught will be what is learned. But now there is wide agreement that the brain is intensely aggressive. From birth on, it has a built-in need to "make sense of the world," to use the words of psycholinguist Frank Smith. For the child, everything is an intricate puzzle. Think of the difficulty of "sorting out" who various relatives and neighbors are and their relationships, or why Daddy goes to work some days but not others—a pattern confused by holidays, vacations, labor disputes, lay-offs, illnesses, and the like.

The new brain-based theory of human learning I have put forward defines the process of learning as the extraction of meaningful patterns from confusion. What we call "insight," seemingly very mysterious, appears to be simply the recognition of the key patterns that apply to a situation or problem.

Amazingly, small children sort out patterns with ease. They learn to recognize a "dog," although dogs exhibit a bewildering variety of sizes, colors, and shapes. Try writing out how to recognize a dog and how to tell it from a cat, and you will appreciate the difficulty.

Similarly, Johnny will say, "I falled down" or "Tommy hitted me," demonstrating plainly that he has detected the "ed" pattern for past tense—although he couldn't begin to




The thinking process—
from puzzlement to insight
to solution—becomes
clearer as we learn more
about how the brain works.

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explain the concept of past tense. Mary learns the letter M and recognizes it engraved on a pin, printed on a milk carton or a huge billboard, or put in blinking lights on an electric sign. She has learned the pattern, but not "the letter."

To extract patterns from the confusion of the real world, children must have much input. They need to see many animals that are dogs and not dogs, hear much talk to detect past-tense forms, see many letters that are M and not M. This input can be utterly random and unplanned—the quantity matters, not the order.

When we observe classrooms, however, we see that the amount of input may be too small to facilitate extracting patterns, and that curriculum, syllabi, and lesson plans all stress a "logical," ordered presentation. But the brain is not logical. It took its shape a long time before there was the slightest need for what we call logic.

If we give every student in a class an identical jigsaw puzzle, each will put it together in a different sequence. Similarly, each makes sense of the world in an individual way, extracting those "pieces" of the "puzzle" that add to what the student has already learned. As Merlin Wittrock of the University of California at Los Angeles observes in *Education and the Brain* (The University of Chicago Press, 1978), "The brain does not usually learn in the sense of accepting or recording information from teachers." Whatever the input, each brain admits, processes, and uses only what that particular brain selects.

This may sound "wild," but many teachers have found that the more approaches and materials they offer, the more students learn (especially in reading). We can now understand better why this occurs—and increase random input, while expecting less from "logical" teaching.

A second major concept gives us a definition of learning that is of immediate use to replace the old, fatuous "change of behavior" versions. Many brain researchers agree that the brain operates by programs, or goal-oriented sequences. To pronounce *daddy*, put on a jacket, or add a column of numbers, a child must first construct in the brain a specific program for each such activity. It is easy to see infants building such programs. Using a spoon is hard at first, but gradually it becomes automatic.

As adults we have built and stored many tens of thousands, even hundreds of thousands, of programs. We don't have to think about how to start the car or make an omelet or operate a typewriter. We select the appropriate program and let it "play" like a phonograph record. Usually we know what program to select, because we recognize the pattern of the situation and the need. But when we don't, we have to give the matter full conscious attention and perhaps begin building (learning) a new program.

We can define learning, then, as the acquisition of useful programs. We can see, too, that children can only use programs they have already built and stored in their brains. Ordering, scolding, punishing, giving a low mark—none of these will enable them to use programs they don't possess. And because children differ enormously (a brain approach helps us see why), we cannot expect Student A to possess a certain program just because Students B, C, D, E, and F possess it.

Nor do students acquire programs by being told or talked at, or by explanations, recitation, or taking tests—even though conventional teaching allots much time to these activities. Learning (apart from briefly remembered "right answers") appears to be achieved only by the learner's own efforts, especially through repeatedly performing programs correctly. This suggests strongly that teachers should use methods that prevent the learner from "doing it wrong," and should avoid useless chiding or correcting after the fact.

Providing high input and letting the student extract patterns, combined with building programs by correct performance, may well lead to enormously better learning outcomes. Omar K. Moore, now at the University of Pittsburgh, has demonstrated that three-year-old children can easily learn to read and write (typewrite) prose and verse, and that first graders can readily achieve sixth grade and better reading levels. His methods are brain-compatible.

The brain approach suggests the following guidelines for instruction:

- The brain has a huge neocortex, in evolutionary terms the newest kind of brain (a rat has almost none), but it "shuts down" under pressure or threat. Unless the learner feels at ease and secure, everything except the barest rote learning is inhibited.
- Young children, especially, must talk to learn. They must verbalize what they are doing. Genuine communication (not talking or writing to order) is valuable at all ages. The order "stop talking" may often mean "stop learning."
- Learners—again especially younger ones—need to manipulate materials in their own way and at their own pace.
- Learning proceeds more rapidly and surely when the student deals with real objects, real problems, real situations as opposed to contrived problems. In part, this is because dealing with reality is complex and requires extracting patterns. School materials are often too simplified to permit this basic process of learning. Similarly, the goal of learning should be real, not just passing an exam or getting a good mark.
- Learners should be encouraged to use their brains in intuitive, creative, and pattern-detecting ways, which have produced virtually all the world's art and invention.

Obviously, the new understanding of the human brain calls for major changes in schooling, to let teaching become brain-compatible.

The new approaches promise to free teachers from old, frustrating restraints and requirements that have been forced on them by the outworn class-and-grade system that predates the new knowledge about the brain. The concept of brain-compatible instruction opens doors to far more professional and productive teaching functions. While the new theory appears to have a sound scientific base, a great amount of practical development must be done before it can be evaluated in school uses. To this task perceptive, open-minded, and imaginative teachers everywhere can make valuable contributions. □

• For further discussion of this topic, see *Brain Research and Learning*, listed in "New NEA Publications" in this issue.

# Meet Richard Calisch

*Good writing and good teaching share some important qualities. Both convey facts, ideas, and feelings to people who are making an effort to grasp them. Both require personal dedication and responsibility to the reader or student. Both in many cases show the distinctive personal style of the writer and the teacher.*

*Both take a lot of time, too—it seems hard for any one person to write well and teach well at the same time. But it's possible.*

*Richard Calisch teaches English and heads the English-Fine Arts Division at Elk Grove High School in Elk Grove Village, outside Chicago. A teacher for 22 years, he currently teaches courses in American studies, humanities, and expository writing for eleventh and twelfth grade students.*

*Mr. Calisch also writes articles, short stories, and poems which are published in many periodicals. You may have read some of them.*

*Jane Power, staff writer of* Today's Education, *talked to Richard Calisch about what it's like to be a writer and a teacher.*

**Have you been writing a long time?**

Oh, yes. The first time an article of mine got published I was a senior in college. That was 1951, and I have been writing poems and articles ever since.

**Do you write mostly poems or mostly articles?**

It is a strange mixture. I do a lot of articles about sports, because that is my background—varsity athletics. I have also written articles for the English magazines—for example, *The English Journal,* which is the magazine of the National Council of Teachers of English. And I write for magazines like *Chicago* magazine, which is the Chicago counterpart of *New York.*

Then, I write poetry, and I have been poetry editor of *The English Journal* for two years.

**How did you get to be interested in writing?**

I started writing poetry on my own in college, when I was a physical education major. It was all "write it and tuck it under your socks in the top drawer" kind of poetry.

**Did you let anybody know?**

No! For a jock to let anybody know he writes poetry—that would be awful. So, when I got out of college I had a whole notebook filled with my own personal stuff. I think I still have it. I suppose that if I looked at it today, I wouldn't think it was very good. But it was very personal—wrenched right out of my soul.

**Were you ever assigned to write a poem?**

No, it was something that I picked up on my own. At one point I thought, I don't know what iambic pentameter is, so I read some books on the technical aspects of poetry. But most of the time it was simply something I did to please myself. If it came out well, I felt good. If it didn't come out well, I probably didn't recognize that.

**When did you first publicly admit that you wrote poetry?**

I submitted a poem and a short story to the University of Illinois literary magazine. I didn't hear. I didn't hear. I didn't hear. I was too shy to go to their office and ask. Finally—I don't know how I heard about it—it turned out that the magazine had folded.

**How long had you been writing poetry when you got the nerve to do this?**

Oh, two or three years. But I'd always written jingles in verse. We did that in my family—at birthdays, we always wrote a jingle or something. I had tried to write words for other people's music, too—for high school shows and that kind of thing.

I think that I have always had a facility with language, so it was natural to try and write poetry, which is the art of manipulating the language—much more so than writing short stories or articles.

**When did you get a poem published?**

The first poem that I had published was a poem called "Coming Home from Running." I must have written that about 1956. At the time, I was a cross-country coach on my first job. I had been at a meet with my team on an autumn day, and after it was over, we were walking back from the meadow where we had the meet. There were leaves on the ground, and the sun was

going down—and there was the poem in my mind. And that first poem has been my most successful one, in terms of reprints and anthologies and so on.

**How did you get started writing articles?**

It's a funny story. In one of my physical education courses in college, we were assigned to write a paper. I handed mine in and got it back with a failing grade on it and the note—"See me about this." The instructor believed that I had copied the paper from someplace, which I hadn't.

Well, I argued and argued with him, and we finally got it straightened out. But I decided that if he thought this had been copied, I must be able to write pretty well.

That same year I decided to write an article to see if I could get it published in a magazine called *Physical Educator*. Lo and behold—the editors published it. I was so delighted to see that in print that I have just never stopped.

**Have you written any fiction?**

I've been working on a project for maybe eight or nine years now, a series of short stories about a high school boy. And I've gotten about five or six of them done. None of them has been published. I keep working at them, thinking that eventually if I get eight or nine of them done, I'll have a book that might be interesting.

The last four or five years I have been working on a series halfway between fiction and nonfiction—stories of my boyhood, somewhat "stretched," as Huckleberry Finn says. About five of those have been published by the *Chicago Tribune Magazine* and *Chicago* magazine. If I get 10 or 12 of them, they might make a good book.

**They're about growing up in Chicago?**

Exactly. They are sort of mock-serious—about the candy store that the grammar school kids hang around in, about the Museum of Science and Industry, and about taking boxing lessons.

And about the teachers I remember from my early days—that one is called "An Apology to Eloise." It deals with the idiosyncrasies of some of the teachers that I had a kid. At the time I thought they were terrible, but I now realize they were superior teachers. One of the girls in the class, this Eloise, was always telling us how "marvy" one of the teachers was—the one everybody hated. And now I realize that she actually was great. So this story is my apology to Eloise.

**Had you written much when you were in high school?**

I had the advantage of an awfully good high school education, at the University of Chicago Lab School. I think that without anyone bothering to tell me that they were doing it, they were teaching me some things that showed up in a surprising way. I learned to read there, and read with enjoyment. I also learned to write. The teachers assigned a lot of reading and a lot of writing—a couple of papers a week in every class.

I can't say that I liked all of the assignments or that I even liked the volume of work. I would much rather have been out with the guys on a Thursday evening than sitting home doing my assignments. But there I was—my parents insisted on that. So, I think that I went through a kind of training that has stood me in good stead ever since.

I visit the Lab School occasionally. In fact, some of my college friends are teaching there now. It is a fine school.

I also had the advantage of coming from a home where good English was spoken, so that when I wrote, things felt right or felt wrong—I could tell whether I was phrasing a thing well or not.

And, in our home, the teacher was, well, God. If the teacher said read Thucydides, even if my parents had never heard of Thucydides, that was what my parents expected me to do.

**Were your parents educators?**

No, but they were interested in schooling. Every night my family ate dinner together. And the conversation concerned what the four of us had done during the day. Our concerns were given equal time and equal consideration at the dinner table. So not only did I feel that what I was doing was important, but I felt that I was an equal partner in our family.

**What about your family now?**

Well, my wife and I have three boys. One of the boys, Doug, is a sculptor—he's in the graduate school of the University of Minnesota, taking his master's degree. The second one has just graduated from high school. The third is a high school sophomore.

The middle boy, Brian, plays the trumpet. The youngest, David, is a clarinet player, but right now gymnastics is his overwhelming interest.

**Is your oldest son planning to sculpt for a living?**

Yes. I gave him the old routine about "you had better get a teaching certificate just in case"—but no soap. Now it has gotten to be a joke, because at Minnesota Doug is teaching two classes and taking his master's degree.

**Do you have any habits of writing? Do you wait until everyone has gone to sleep and then go down to the dining table, or get up at six o'clock and go out in the front yard?**

I do most of my writing at school, usually late in the afternoon. But I have written things in all kinds of circumstances.

The revision process takes me much longer than the writing process, and it's much more fun. The writing—getting the thing down and blocked out—is a steady piece of work, but I can revise in odd minutes. I take a single word and start wrestling with it—it becomes more of a game.

Then I read what I've written—to my wife and my kids and my sister. They are fairly objective, especially the boys. They have no consideration for

my feelings at all. "That's square," "I don't understand that," and "That is not true" are the comments that I get from them.

**Do you make conscious efforts to change your style—put in more description or write shorter sentences, for example?**

I think that my approach to writing is probably too conscious. I can't just let myself go—I work on style, rhythm in my prose, and I work a lot on tone. The tone that I am currently using is sort of mocking—making fun of myself as a little boy.

I find myself thinking carefully through everything I do, rather than letting it spill out. I think about why I should say *run* instead of *dash* or *burst*. Not everybody works that way—I recognize that.

**When you write poetry, do you always use rhyme and metre?**

Sometimes my poetry rhymes, and sometimes it doesn't. You see, I am a verse maker, but I am not really a poet. I read Walt Whitman and Emily Dickinson, Richard Wilbur and Richard Eberhart and Edgar Lee Masters, Graves and Lowell—those people, they are from a different world. I couldn't do what they do.

In fact, I am much more comfortable expressing myself in what looks like prose. I just take some pains to work in some of the poetic elements.

**What distinction do you make between poetry and prose?**

As I see it, poetry is simply that kind of writing which is personal—you are revealing personal, private, inner feelings, emotions, ideas. That is poetry—whether you write it in paragraphs or in lines and verses. Sometimes I find that something will lend itself to rhyme and metre better than it will to straight paragraph writing. That is dictated by my mood at the time and by the subject matter, but most of the things I write, I make poetic in one way or another.

**Do you enjoy writing?**

Oh, yes. If I haven't written anything for a spell, I begin to feel that I ought to be doing some writing.

Then the problem is what to do with this junk that I have produced. I have always acted as my own agent. I just send out stuff randomly. I have enough rejection slips to paper my walls.

**A lot of acceptances, too. Have you ever thought you'd like to just write full-time?**

I have had my share of acceptances, but I don't think that I would be a good writer if I had to earn my living by it. I like it now because it is something that I do when I want to do it. If I were obligated to write, I wouldn't have so much luck.

**What about writing and teaching? First of all, does the fact that you teach affect your writing?**

Oh, yes. I teach expository writing. I also teach writing in my humanities course; and in my American Studies course, I teach writing right along with the literature and art of America. I find that after I have taught this for a while, my own writing starts to resemble the forms that I am teaching. I have to consciously put a stop to that.

Also, when the kids are writing, I write more for the kids than for publication. In the summers, I write more for publication. If the kids are writing a descriptive essay, I'll write one. I read all of theirs, then I read mine to them and let them tear it apart. They don't spare my feelings, either—like my own kids. But writing and teaching, in my life, definitely go together very closely.

I think that math teachers should do math. P.E. coaches should jog or play ball. Art teachers should paint or sculpt. We are trying to tell the kids that this is important. Unless they see us doing it, they are not going to believe us.

**How much writing do you ask students to do—in your expository writing course, for example?**

Usually we deal with a different kind of writing every week. We'll spend Monday talking about the kind of writing that we are going to be studying that week. Tuesday, we will be reading some samples, and we will be discussing those.

Wednesday and Thursday, the students actually write. The classroom becomes a studio on those two days. I go around and look over shoulders, and they come up to my desk and we talk about various parts of their work. Just like an artist's studio—everybody is working on his or her own paper and nobody is standing there lecturing.

Friday, each student is supposed to get a partner and read the partner's paper and make suggestions. Then on Monday the class hands in the finished products.

I was very pleased with the results of the expository writing class last year. I didn't have great students. I had one boy who was very good but the rest were average or below average. Yet they all improved in their writing a good deal. They found that they could sit down and write just the way they can change a tire. It isn't a mysterious project.

In my American Studies class, we study the art, music, and literature of America. I will take one or two days a week and start with the regular writing program we've developed in the department and work them right through it as far as we can go in the course of a year. That will take them right up through the full length essay and on into the term paper.

**What kinds of assignments do you give?**

Usually I'll give a subject for an essay. For example: write a character study of someone in this room. Students will read character studies for the week, and by the following Monday, they should come up with one of their own. Or: tell me how to do something that you do well that I might not know how to do—whether it is fix a car or bake a cake.

And I try to give assignments that will grab students by the throat and really shake their inner feelings out of them.

With the expository writing class, for instance, I'll come to class and say, "I just came from a meeting with the principal, and he tells me that we are passing too many people in the English department. He has directed me not to pass more than half the students. Now I want you to write a persuasive essay—the kind of essay we have been discussing this week—and tell me why you should be one of the ones to pass." I don't crack a smile.

About 50 percent of the kids believe me. I have had calls from parents, and so has the principal. He knows. "That is one of Mr. Calisch's crazy writing assignments. It is just a way of getting them to get angry and write something."

I think teachers have to grab students by the throat and shake their inner feelings in discussion, too. In the

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American Studies class one time, I was teaching *The Great Gatsby*. We got into a discussion of symbolism, and the students held that symbolism was something that artists and authors invented. It had nothing to do with life.

I said, "Now, wait a minute. How many people in this class are wearing symbols?"

Some of the girls were wearing their boyfriends' rings. The boys had letter sweaters. They still said symbolism was artificial.

I said, "All right, I am going to show you something that will demonstrate how powerful symbolism is. I am telling you in advance: I am going to do something now that will make you angry." I took the American flag off the wall and put it on the floor and stepped on it.

I proved my point: They were angry. I think that was the best piece of teaching I ever did. That is one way to get these kids to express themselves in their own way.

Unfortunately, one parent who heard of the incident misconstrued what I was trying to do. He had me arrested. I went to trial, but the judge ruled that I had not violated the flag statute, that I was acting as an actor in a play, acting the part of someone stepping on the flag.

My point is, you've got to get students interested and excited.

**What about the mechanics—spelling and punctuation and grammar? How much emphasis do you put on them?**

It depends on the assignment. I will always mark the errors. But in some assignments—for example, in the humanities course— I'm more concerned with the concepts and the principles involved.

But in American Studies, it counts heavily. I'm not only trying to teach them about the background of the American culture, I'm trying to teach them how to write.

I only give two grades in that class, A and not-A. If a paper gets an A, it is a perfect paper, in its own context. If it is a not-A for mechanical reasons, then the student simply makes corrections—writes the spelling word five times, rewrites the sentence that had the punctuation error or grammar error. If there are errors of facts or content, then the student will have to rewrite the whole paper. A not-A is the equivalent of an incomplete and must be turned into an A to receive credit.

Every student in that class will get an A eventually, but I have carried some well into the third quarter with an incomplete on the record. I tell the students that I'll pursue them right to the grave. They will have an incomplete at their funeral. The incomplete will be buried with them.

Because I guarantee the A eventually, I feel that I can demand perfection. The students groan and moan under this terrible weight I put on their shoulders. But most of them come out with better work habits, with great pride in their work, and with a feeling that it is so much easier to do the assignment right the first time.

**How do you teach students to write? What do you tell them about style, for example?**

Style is the hardest thing to teach because the style is the person. I think that the only way to teach style is to have students talk into a recorder, and then write down exactly what they said, and then correct it. When you are a newcomer to writing, what comes out of your mouth is much more you than what comes from your pen.

Other times, I will assign them a mode of writing: make fun of something, defend a position, write for an audience of little children, or write a paper in slang.

**What do you do to get students to say exactly what they mean—in a logical way?**

I think the best way to do that is to let them know that whatever they hand in will be public—and the best public for that kind of thing is other students. On Mondays when I collect papers, I may ask a student to read his or her paper aloud. Or I may just pick papers at random and read them aloud. I may submit them to our literary magazine if they are good enough.

**You wrote an article for *Today's Education* about 10 years ago called "So You Want To Be a Real Teacher?" You said that to be a real teacher somebody has to have a lot of intellectual rigor, has to be able to challenge students, has to send students home irritated—and thinking—about three times a week. And that what is important to love is a vision of what a student can become.**

**How has your idea about a real teacher changed in the last 10 years?**

I think teaching is harder now because there are so many demands even within the school curriculum setup. If there is a course in sex education running opposite my expository writing class, what are my chances? I might as well go upstairs to the sex education class. Job preparation, driver training, and sex education: with those three, many students feel that their life is complete. They feel that they don't need Chaucer and Shakespeare. They feel that they don't need to learn how to write.

It used to be that every student had to take English I, II, III, and IV. In our division, next fall we will offer more than 50 separate English courses, so I am competing with other teachers in my own division.

To be a real teacher now, I think I would have to emphasize a little more some of the less important things I said in the article, like the show-biz approach. When a kid comes to school and the last thing he saw before he went to sleep last night was Johnny Carson, you've got to come up with something.

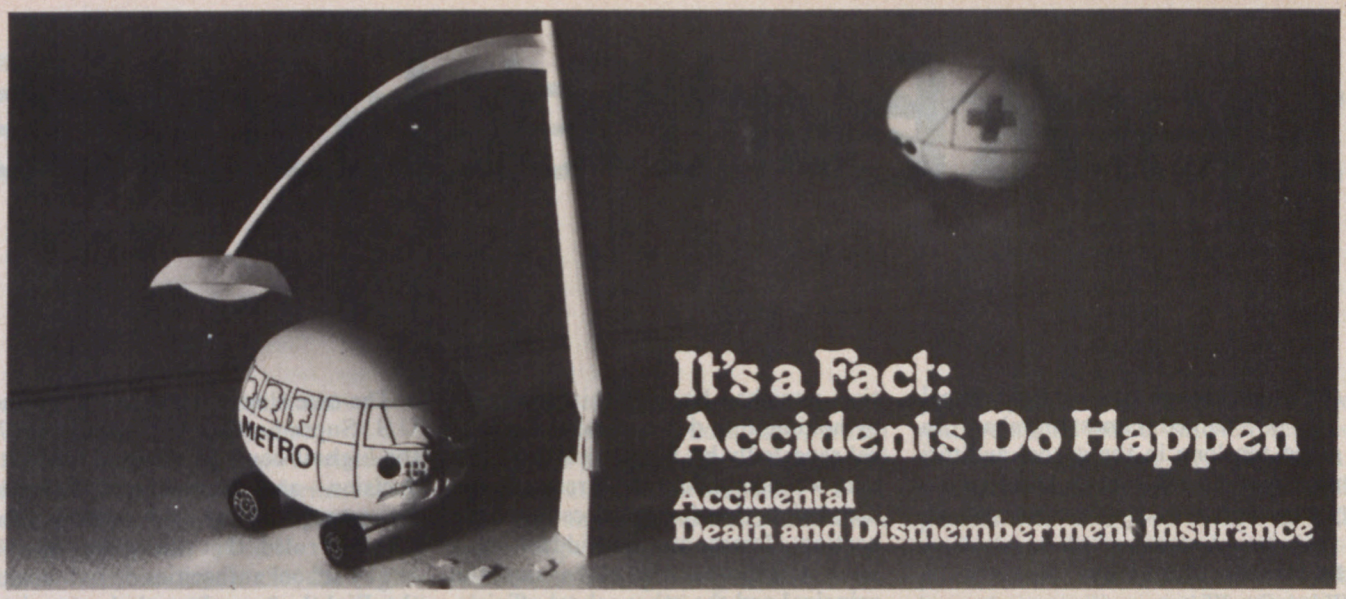
Now schools are less and less academic institutions. Everything that the family, the church, the doctor, the friend used to do, the school is trying to do now. We bus them. We feed them. We provide their social life, their intellectual life, their sports life, train them for jobs, and get them the jobs. In the past 10 years, high school has become a sort of universal social institution. We do everything for everybody. Hence, we don't do any of it as well as we could.

For most people, high school is a last chance for a liberal education. That is what we ought to be doing.

**Have you ever thought of doing something less demanding than teaching? A lot of people who want to write work at something that has nothing to do with their minds.**

No. I like it around school, and I like to spend my time there. Except for my family, I find teaching to be my whole life. It is the most important thing that I have going.

I am a teacher who writes. I am not a writer who teaches. I couldn't earn a living any other way. Teaching is the only thing in the world that I can do. I love it. □

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# A Further Look at

Eight years ago a 14-year-old schoolboy named James Ingraham lingered too long in the school auditorium after an assembly. According to young James, a couple of school officials punished him for this infraction by holding him down while the principal repeatedly hit him with a two-foot-long wooden paddle. As a result of the blood clots that formed because of the beating, James was bedridden for a week. His mother filed suit against the principal and the other school officials.

The case slowly made its way to the U.S. Supreme Court. In April 1977, the highest court in the land made its decision—and newspaper headlines. By a majority of five to four, the Justices ruled that thrashings meted out by school authorities do not violate the Eighth Amendment's ban against

By **MYRON BRENTON**
*Education Writer.*

Many teachers believe that the rod is as outdated and as counterproductive as the dunce cap.

# Corporal Punishment

cruel and unusual punishment—even when serious injury results.

The majority opinion—written by Justice Lewis Powell, a former chairman of the school board of Richmond, Virginia—upheld a series of lower court decisions. It said that the Eighth Amendment applies only to criminal proceedings. Schoolchildren, Justice Powell noted, don't need the same protection as criminals in prison, because schools are open institutions that receive community supervision. Another issue the Court touched on was prepunishment hearings for students who misbehave. These, the Court said, shouldn't be mandatory because such a requirement would "entail a significant intrusion into an area of primary educational responsibility."

The Supreme Court decision again brought into sharp focus the controversial issue of corporal punishment in the schools. Do school officials and teachers have the right to physically punish students?

Only three states—New Jersey, Massachusetts, and Maine—flatly ban corporal punishment. (There has been a moratorium on it in Hawaii.) Maryland has an anticorporal punishment law, but it can be superseded by the various counties, and all but two do supersede it. Some individual school districts, however, have decided on their own that physical punishment is bad punishment and disallow it. Most are big-city school districts: Los Angeles, Chicago, New York City, and Washington, DC.

In all three states that disallow corporal punishment, educators and others have made periodic attempts to have it reinstated as a disciplinary option. And it's an open secret, notes Irwin A. Hyman, Director of the National Center for the Study of Corporal Punishment and Alternatives in the Schools, that even in school districts like Philadelphia (where the Center is located) and New York City, which forbid the practice, some teachers and administrators do hit students.

States and local districts that allow corporal punishment vary in their regulations covering the practice. Some give teachers and administrators a great deal of leeway. Others have stringent regulations.

In many areas, only administrators may do the paddling. In many districts, too, another adult besides the one inflicting corporal punishment must be present when a child is spanked.

Some districts will not use physical punishment if a child's parents object and make their disapproval known in writing. Such regulations aren't intended only to protect the child. School districts don't want to be sued and they don't want their employees to be sued. Parents do sue for damages sometimes, and a very few teachers have been dismissed for using excessive force.

Of course, a distinction has to be made between the use of corporal punishment to discipline a misbehaving student and defense against a student who attacks a teacher or another student physically. Even the most convinced foes of the use of physical force to punish agree that there are clear-cut situations in which teachers must use force in order to save themselves or students from injury.

How widespread is corporal punishment in the schools? No real assessment of how often it's used is yet available. Marion F. Langer of the American Orthopsychiatric Association, which has come out against the practice, says evidence shows it is on the increase. She notes that certain recent developments that affect schools may cause school authorities to be more prone to physically punish students now than in the past. These include violence in the cities and in the schools, preoccupation with maintaining law and order, and lack of teacher preparation for work in inner-city schools.

There's nothing new about corporal punishment. The "spare the rod and spoil the child" philosophy of discipline, both at home and at school, has been the prevailing one since Colonial times. Some early schools actually had whipping posts. It's only fairly recently that views about corporal punishment have been undergoing a marked shift. The change has occurred as a result of factors such as more enlightened child-rearing practices, data from clinical studies that show that corporal punishment has a negative effect on children, and an increased awareness of children's rights.

In some instances, parents opposed to the practice have become quite militant; lawsuits in extreme cases, such as the Ingraham suit, are only one evidence of this militancy. Consider a couple of recent, spontaneous parental "rebellions":

- In Jones, Oklahoma, the parents of a 16-year-old girl filed suit over a school rule that would have kept her home unless she acceded to a principal-administered spanking. (Her offense: being late to school five times.) In the face of the lawsuit, the school administration reconsidered and allowed the girl to return to the school.
- In Mesquite, Texas, a couple made newspaper headlines as far away as New York City when they kept their teenage daughter home rather than allow her to be paddled for being late for school.

Those who favor corporal punishment in the schools generally favor it not as an everyday practice for all types of infractions but as a disciplinary tool to be used when others have failed. They say they want the option of spanking for the following reasons:

*Corporal punishment works.* It acts as a deterrent to would-be offenders,

and it keeps many children who have been hit from transgressing again. It is rarely necessary to use it more than once on the same child, according to a district superintendent of schools participating in a 1977 conference on corporal punishment held in Washington, DC.

*The schools have to spank because the parents don't.* As an Ohio teacher, responding to a survey on the subject conducted by *Grade Teacher* magazine, wrote, "In our system I would like to see more paddling done. Some children get practically no discipline at home. The school has to act as a parent substitute. . . .If good discipline is not maintained in the individual classroom, both the teacher and pupils are wasting their time. . . ."

*Parents want their children spanked in school.* Many teachers and administrators report that some parents of children who have gotten into trouble want them spanked. These parents say this is the only thing that makes their children mind.

*Corporal punishment is preferable to some other kinds of discipline.* "In some cases, we feel corporal punishment is better than suspending children," says Joseph Odom, associate superintendent of the Scotland County Schools in North Carolina. Elaborating on this theme at the Washington, DC, conference, one participant asked, "If they are suspended from school, where can the parents or the child go for assistance in obtaining a public education for that child?"

Opponents of corporal punishment take issue with all of these arguments and add a few of their own. All too often, they say, children are hit for trivial reasons and/or punished so severely that the punishment becomes tantamount to child abuse.

Horror stories abound. There's a Missouri case in which two boys, caught smoking cigarettes in school, were given the choice of eating their remaining cigarettes or getting paddled. They chose to eat their cigarettes, 18 in all. As a consequence, one boy's ulcer was aggravated, and the other boy developed a kidney infection. Both had to be hospitalized.

In an incident in Boston, an angry teacher punched a ninth grade girl "for disciplinary reasons" and ripped a pierced earring off her ear.

Opponents also insist that corporal punishment is used discriminatorily. They say it is used more on inner-city schoolchildren; more on Black, Hispanic, and poor White children; and more on younger, weaker students than on their counterparts.

Foes of the practice readily admit that even if no excesses ever occurred, no regulations were abused, and no discrimination in its use existed, they would still be vehemently opposed to corporal punishment. Alan Reitman, associate executive director of the American Civil Liberties Union (ACLU), which has been in the forefront of a campaign to abolish the practice, says, "We're not in favor of corporal punishment under any circumstances. We see no justification for the use of force except where a teacher is being attacked or has to break up a fight between two students."

Mr. Reitman adds, "In the military, in prisons—places where you'd think one would have to impose that kind of discipline—the courts have held otherwise. They've stated that corporal punishment cannot be used. The only group in American society still subject to maltreatment as a matter of law is children in schools."

ACLU's objection—and those of other opponents of the practice—take the following forms: Corporal punishment violates both the Eighth Amendment's prohibition against cruel and unusual punishment and the Fifth Amendment's protection of substantive and procedural due process. It's in direct contradiction to the supposed ends of education in a democracy—to humanize rather than to instill fear, to mold citizens who will be able to think for themselves rather than those who will respond automatically to punishment or fear of punishment.

The foes take issue with the argument that corporal punishment should be meted out because parents want it; parental approval, they say, does not mean that the practice is in the best interests of the child and should be adopted by the schools.

Then there's the ultimate question: Does corporal punishment work? Does it in fact improve the behavior of misbehaving students?

Those in the forefront of the push to abolish corporal punishment and those who have examined the few research studies on the subject answer the question with a resounding No. An NEA-appointed task force came to these conclusions:

- To be even minimally effective, physical punishment has to be repeated and repeated.
- The "might is right" approach increases rather than decreases disruptive behavior.
- Since corporal punishment involves an aggressive act, it also increases aggressiveness. In other words, educators who hit or condone hitting become models of the aggressive way of life to children.

Dr. Hyman of the National Center for the Study of Corporal Punishment and Alternatives in the Schools poses a central question: "Corporal punishment may cause a temporary suspension of the undesirable behavior and relieve a teacher's frustrations. There's no question that that may seem to be helpful, but what happens in the long run?"

The Center is researching just that question. It finds that in some schools the same students keep on getting hit, so it is doubtful that corporal punishment is genuinely effective in the long run. It also finds that in order to be effective, the punishment has to be applied so methodically and persistently that, Dr. Hyman says, "you would practically have to make a concentration camp out of the school." (One study suggests that more vandalism takes place in schools that use corporal punishment than in those that do not.)

A Center study shows that school districts sometimes turn to increased use of suspensions and expulsions when corporal punishment is banned. Suspension and expulsion get rid of problem behavior by getting rid—at least for a time—of the problem child. But their use is as controversial as that of corporal punishment—and their abuse, too, is widespread.

A further theme emerges from the research studies: Students who are most often targets for corporal punishment are those with very low self-esteem. Being paddled or otherwise physically punished only makes them feel more helpless and self-rejecting and, therefore, angry.

And what about those school dis-

tricts that used to allow corporal punishment but now ban it? Has discipline gone to ruin in those schools and student misbehavior increased dramatically? A preliminary Center study of 36 school districts that used physical punishment in the past but no longer do so shows no dramatic change. Nineteen percent reported an increase in discipline problems—yet only one of these districts attributed this to the abolishment of corporal punishment. Forty-two percent reported "no change," and most of the remainder couldn't respond for a variety of bureaucratic reasons.

National Institute of Education Director Patricia Graham reports that a number of research projects on safe schools and student misbehavior are in the works and will "tangentially relate" to corporal punishment, but that no studies devoted to corporal punishment alone are contemplated.

Why not? "Primarily because corporal punishment doesn't seem to us to be a principal factor in school discipline causes," Director Graham answers. "That is, whether a school does or doesn't use corporal punishment does not seem to be a factor in whether school discipline problems get worse or better at that school. And I suppose that's an important thing to say about corporal punishment. By far the most significant factor with regard to school discipline is the leadership role of the principal. Weak leadership is likely to produce increased discipline problems, and strong leadership is likely to reduce them."

Ms. Graham concludes, "In the absence of evidence that shows that school discipline improves with the use of corporal punishment, it's hard to see why one should use it."

In districts and schools where leadership is strong, imaginative educational programs that capture students' energies and "constructive punishment" programs that obviate the need for corporal punishment are very much in evidence. That holds true for both inner-city schools and sprawling suburban educational plants. A school district that has an astonishing array of such programs—and, in that sense, can serve as a model for other districts—is the Old Bridge Township School District in northern New Jersey.

The school district's population of 12,600 is made up of students who come from widely varying socioeconomic backgrounds; it has its share of serious discipline problems. But to District Superintendent Pat Torre, corporal punishment is the very worst way of solving them. "I don't think instilling fear is the way to teach, to command respect," he says.

As alternatives, Mr. Torre points to an intramural sports program and to the practice some teachers have of getting their more obstreperous students to run around the school building for 10 minutes or so in the morning, "which helps work out aggression." To counteract destructive boredom, the schools have special, self-contained classes where the brightest students can work at their own pace. In many classrooms, an innovative newspaper curriculum replaces standard textbooks. A work-study program is available to students in their junior year who aren't academically oriented.

As for "constructive punishment," misbehaving high school students sometimes have to work in separate classrooms set aside for the purpose and staffed by special teachers. Child-study teams staffed by mental health and learning disability specialists are available to work with emotionally disturbed and socially maladjusted students, as well as those suspected of having other special educational needs. Out-of-school suspensions are used sparingly, Mr. Torre says, usually only in the case of chronically violent youths, as a way of protecting others.

"We're professionals," he concludes, explaining why he disagrees with those educators who have attempted to overturn New Jersey's ban on corporal punishment. "We've studied psychology, we should know how to cope with situations. We shouldn't be hitting kids because of behavior patterns over which they have no control."

Obviously, not everyone agrees. Corporal punishment—reflecting a particular educational philosophy as old as the nation itself—will not soon be abandoned as a disciplinary tool in the nation's school districts. It is very unlikely, even the ACLU's Alan Reitman admits, that the U.S. Supreme Court will in the foreseeable future rule against corporal punishment in the schools, though new test cases may reach the Court. In a pluralistic educational system, it is not surprising that in some localities the paddle is not only legal but enthusiastically employed to control recalcitrant students, while in other communities it is flatly banned.

So it is that some students are spanked for their misbehavior, whether as a last resort or not—and some others, as in the Old Bridge Township Schools, have a variety of alternative programs and approaches extended to them. □

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**NEA Position on Corporal Punishment**

At NEA's 1971 annual meeting, the Representative Assembly called for the appointment of a task force "to study corporal punishment in the schools, including the extent of its use and alternative forms of motivations." This task force, appointed in January 1972, came out foursquare against the use of corporal punishment in the schools, urged the development of "alternatives to the infliction of pain as a disciplinary technique," and proposed a model statute that would prohibit all forms of corporal punishment. The proposed statute permits only the use of "such amounts of physical restraint as may be reasonable and necessary" for a teacher to do the following:

1. To protect himself or herself, the pupil, or others from physical injury
2. To obtain possession of a weapon or other dangerous object upon the person or within the control of a pupil
3. To protect property from serious harm.

On June 23, 1972, the NEA Board of Directors adopted the *Report of the Task Force on Corporal Punishment* and referred it to the Executive Committee "for implementation as feasible." This action was reported to the 1972 Representative Assembly.

On October 11, 1972, the Board authorized the NEA President "to send to all state affiliates a copy of the report on corporal punishment along with a letter calling attention to the model act [proposed in] the report and urging the state affiliates to work toward passage of such legislation." By virtue of the actions taken by the Board of Directors in 1972, NEA is on record as opposing the use of corporal punishment in the schools.

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# "WE'VE GOT A LEOPARD IN OUR CAFETERIA!"

"We've got a leopard in our cafeteria! Come on, I'll show you!" exclaims a first grader to his mother when she comes to pick him up at school.

Sure enough, there on one of the huge panels in the cafeteria, a bright orange leopard with black spots stealthily prowls through tall grass. The leopard's friendly blue eyes tell a person not to be afraid, and he is large enough to transport a child on an imaginary safari.

On another panel, two brilliant parrots fascinate children with their endless, if imaginary, chatter. Nearby, frogs sun themselves on a lily pad—just like the frogs that can hop their way into a child's life on a lazy summer day. And, on another panel, exotic fish swim in the ocean.

These are only four of the murals that students of Great Falls Elementary School in Fairfax County, Virginia, have planned and painted. Other murals are near completion, and more are in the planning stage. They are all a part of a project called Our World, undertaken by an art committee made up of staff members, students, and volunteer art aides.

Our World evolved when the staff and some members of the community decided to beautify the original part of the school building, which was constructed in 1952. In this section of the building, the walls are waist-high in hospital-green tile, and the floors are covered with dark brown tiles that refuse to hold a shine after the children troop in in the morning. The metal stairs and doors were battleship gray, and the nooks and crannies trimmed with light oak had darkened with time. The drabness of this old section of the school was particularly noticeable in contrast to the more modern, colorful additions constructed in later years.

This old section of the building, however, serves as the hub of the school. It contains the main entrance, the cafeteria, the library, the clinic, and the office, as well as nine of the school's 27 classrooms. The appearance of this area affects every child, staff member, or parent who enters the school. It should say to all: "This is a place for boys and girls—a place where they live, learn, and grow."

Beautifying the old section meant overcoming many handicaps without extra funds. Luckily, last November, the school had its turn to be repainted. Vivid colors, carefully selected by the art committee, now add interest at each doorway and provide splashes of color along the bone-white hallways. The oak woodwork has been restained in its natural color and is highlighted by the surrounding walls. Even the battleship gray has been covered with more exciting colors.

When the painters left, the school walls were clean and bright, but they were still lacking that added touch that immediately said, "This is a school for children!" This was when the five volunteer art aides began their work with children, planning and developing murals for some walls.

At its preliminary planning session, the committee agreed that the boys and girls should select the themes for the murals and do the actual work. All agreed, however, that adult guidance and instruction were essential to ensure that the work would be attractive.

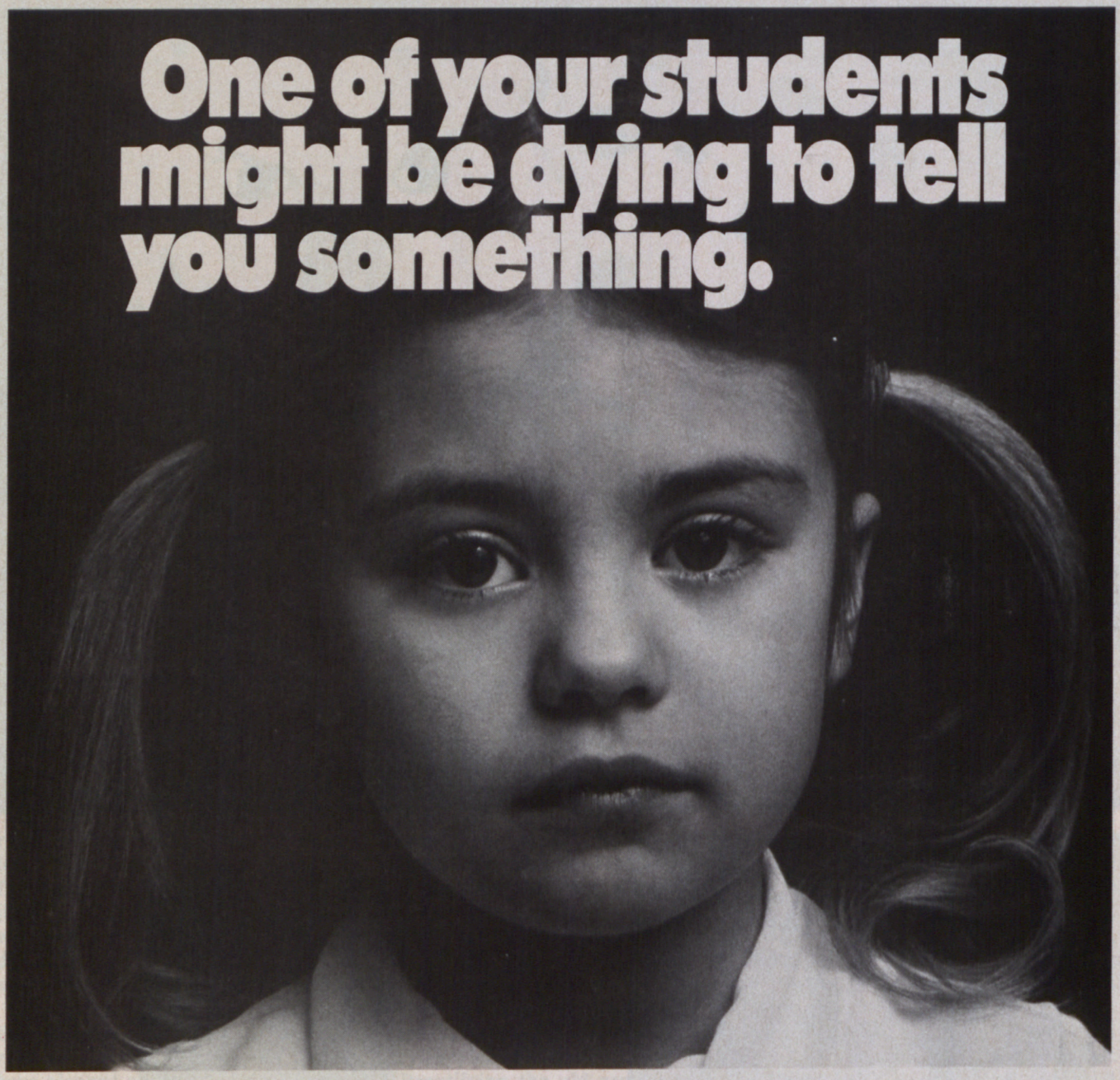
All 860 children sketched, drew, and painted scenes that they wanted to see on the walls. From this work, the art committee developed plans for several murals depicting the various worlds of interests students had identified. These worlds included the worlds of nature, learning, imagination, sports, animals, and space.

In developing the murals, each art aide worked with students in a different way. Before beginning the murals in the cafeteria, one aide gave pupils lessons, teaching them about color and brush strokes. Another aide, a senior citizen, worked with only a few students at a time, teaching them various techniques as their mural progressed. Still another aide helped the children incorporate parts of 75 pictures they had drawn into a gigantic map of Great Falls.

There are still many walls left to paint at Great Falls. Our World is a dynamic project that will continue as long as there is a blank wall, a child with an imagination, and a teacher or aide who can and will help a child create and communicate an idea in an effective, beautiful way. □

**By JANE DeTIENNE**
*Assistant Principal, Great Falls (Virginia) Elementary School.*

# One of your students might be dying to tell you something.



You could have an abused child in your classroom right now. Because an estimated 1,000,000 cases of child abuse will occur this year. Of those, between 2,000 and 5,000 children will die—that's more than one every two hours.

A new PBS TV special, "Raised in Anger," examines this complex problem. Hosted by Ed Asner, it explains the four kinds of abuse and neglect that can occur. You'll hear from experts in the field. And you'll meet both parents and children whose lives have been changed by this experience.

So make a note on your calendar to watch it. It might help you hear what some child just can't say.

RAISED IN ANGER

**SEE "RAISED IN ANGER" ON YOUR LOCAL PBS CHANNEL JANUARY 11TH.**

Made possible by a grant from the 3M Company

3M

# HOW TO REDUCE SEX-ROLE STEREOTYPING

By LOIS A. MARTIN
*Associate Superintendent for Administrative Areas, Montgomery County (Maryland) Schools.*

Recently, I saw an ad in a magazine that was billed as "Amazing"—which it was. It offered prints for $1 each of posters titled "Why God Made Little Boys" and "Why God Made Little Girls."

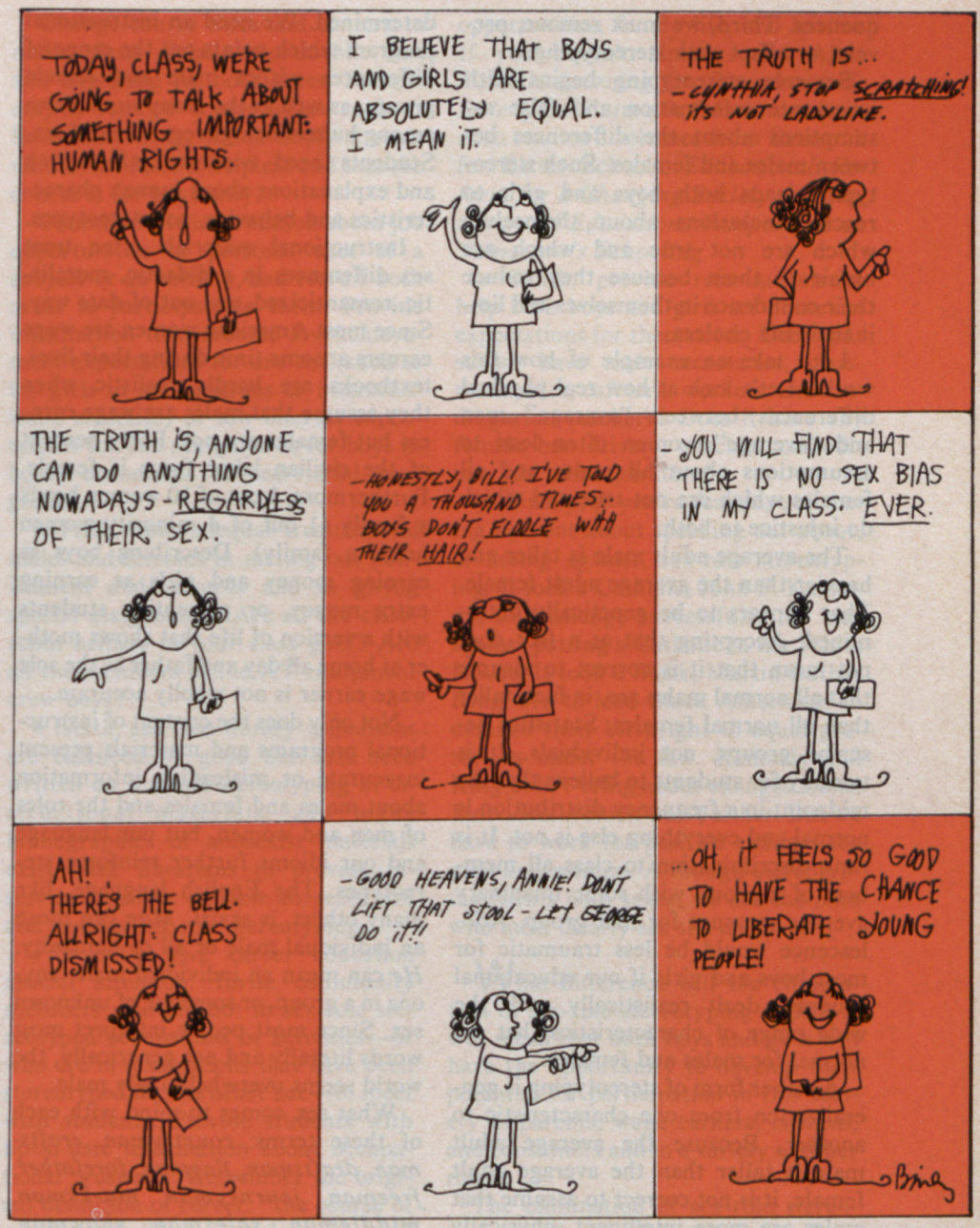
The illustrations and text on the posters show that boys are made to stand "On top of the mountains, to conquer the seas, Explore the plains and climb the trees." Girls, on the other hand, are made "To laugh and dance and sing, To walk in the woods and gather flowers, To commune with nature in quiet hours." Boys obviously rise to challenges of the world while girls are onlookers.

These posters are billed as a wonderful present for "a child you love." They are good examples of sexist social attitudes and, as expressions of warm regard for children, are about as wise as telling them that a magic force will keep them safe if they walk into the path of a truck.

Both boys and girls need to be courageous, energetic, brave, curious, strong, sensitive, and joyous. Both need to conquer new worlds and appreciate the virtues of the ones they are in. Schools need to help them do that.

Yet, sex-role stereotyping in the instructional program similar to that in the special poster offer gives boys and girls unfair and inaccurate ideas about themselves. It deprives boys and girls of the freedom to find their own places in society according to their capabilities by casting them into an apparently inflexible world. It limits their chances of becoming the men and women they are capable of becoming because it engenders masculine and feminine patterns of behavior that do not reflect reality.

What can the schools do to help boys and girls develop their own capabilities now and plan realistically for their futures? First, we must begin to reach consensus about the importance of eliminating sex-role stereotyping. Second, educators must recognize the many forms sex-role stereotyping takes in our schools and their conse-


TODAY, CLASS, WE'RE GOING TO TALK ABOUT SOMETHING IMPORTANT: HUMAN RIGHTS.
I BELIEVE THAT BOYS AND GIRLS ARE ABSOLUTELY EQUAL. I MEAN IT.
THE TRUTH IS... - CYNTHIA, STOP SCRATCHING! IT'S NOT LADYLIKE.
THE TRUTH IS, ANYONE CAN DO ANYTHING NOWADAYS - REGARDLESS OF THEIR SEX.
- HONESTLY, BILL! I'VE TOLD YOU A THOUSAND TIMES.. BOYS DON'T FIDDLE WITH THEIR HAIR!
- YOU WILL FIND THAT THERE IS NO SEX BIAS IN MY CLASS. EVER.
AH! THERE'S THE BELL. ALRIGHT. CLASS DISMISSED!
- GOOD HEAVENS, ANNIE! DON'T LIFT THAT STOOL - LET GEORGE DO IT!!
...OH, IT FEELS SO GOOD TO HAVE THE CHANCE TO LIBERATE YOUNG PEOPLE!
Brine

Cartoon used with permission of Resource Center on Sex Roles in Education.

quences. Third, we must remove, prevent, or offset such stereotyping.

Sex-role stereotyping begins with inaccurate information and false assumptions about the differences between males and females. Such stereotyping leads both boys and girls to reach conclusions about themselves which are not true and which are unfair to them because they reduce their confidence in themselves and limit their life choices.

Let's take an example of how this works. Let's look at how real physical differences between "average" men and "average" women often lead to assumptions about all males and all females which are not true and which do injustice to both.

The average adult male is taller and heavier than the average adult female. That appears to be genetically determined. Accepting that as a fact does not mean that it is correct to assume that all normal males are, in fact, taller than all normal females. Statistics describe groups, not individuals. It is tyranny for students to believe that the midpoint in a frequency distribution is normal and everything else is not. It is rank discrimination to class all members of a group with some imaginary average measure for that group. Adolescence would be less traumatic for most boys and girls if our educational program dealt realistically with the wide range of characteristics that are normal for males and females.

Another form of stereotyping is generalization from one characteristic to another. Because the average adult male is taller than the average adult female, it is not correct to assume that males are more intelligent, physically healthier, or more stable emotionally. Neither is it fair to assume the opposite, although twice as many men as women commit suicide, twice as many men as women have ulcers, and men have shorter life expectancies and far more heart attacks than women. Instead of proving male deficiencies, these facts appear to be evidence that the society places stress unequally on the sexes.

We need instructional programs that deal objectively with the differences between males and females and with the reasons for those differences, some of which appear to be genetic and more of which appear to be culturally determined. We need an instructional program which points out the range of differences within male and female groups, as well as the many similarities among human beings regardless of sex. Students need accurate information and explanations about human characteristics and behavior, not stereotypes.

Instructional materials often treat sex differences in a didactic, moralistic, romanticized, and out-of-date way. Since most American women are wage earners at some time during their lives, textbooks are hardly realistic when they assume that males are wage earners but females are not. Forty percent of the civilian labor force is female. Furthermore, 1 out of 10 women heads a family (1 out of 4 minority women heads a family). Describing boys as earning money and girls as earning extra money, or presenting students with a version of life that shows mother at home all day and father as the sole wage earner is not wholly accurate.

Not only does the content of instructional programs and materials present inaccurate or misleading information about males and females and the roles of men and women, but our language and our idioms further reinforce stereotypes. The English language, like many others, is sexist. *Man* can mean an individual male or all of humanity. *He* can mean an individual male, anyone in a group, or someone of unknown sex. Since most people interpret most words literally and not generically, the world seems overwhelmingly male.

What sex comes to mind with each of these terms: *countryman, craftsman, draftsman, flagman, forefather, freeman, journeyman, marksman, middleman, salesman, showman, statesman, upperclassman, shipping boy, yes-man?* Pretty clearly male, aren't they?

Terms for males are usually more complimentary than for females. Consider *brave* and *squaw, wizard* and *witch, bachelor* and *old maid.* Our language implies not only that males predominate numerically but that they are more valued than females.

Illustrations in books and other visual aids reinforce the sex-role stereotypes our language conveys. In career education materials, relevant occupational attributes such as clothes and functions are invariably attached to irrelevant ones such as sex, age, and race. Hard hats and the operation of heavy equipment are attached to young males. Aprons and pie baking are attached to elderly females. Problem solvers in mathematics and science are male; assistants are female. However, some improvements are being made.

Just as male terms and pronouns predominate in our language, so males predominate in visual materials. An analysis of the Caldecott Award winning children's books since 1950 shows that 65 percent of characters illustrated are male and 35 percent are female. About one-third of the books have illustrations of males only. The proportion of females shown in the Caldecott Award books has declined steadily for each half decade, from a high of 46 percent in 1951-55 to a low of 25 percent for 1971-75.

One of the recent Caldecott Honor Books, *If All the Seas Were One Sea,* illustrates the problems in English of the literal and generic interpretation of words. The book is based upon the verse, "If all the trees were one tree, What a great tree that would be; If all the men were one man, What a great man that would be." The "great man" illustrated in the book is a composite of 35 males. The artist could have interpreted the term *man* generically to mean *mankind*, but she took it literally, as most people probably would, to mean a male.

Although some changes are occurring, schools counsel boys toward programs that prepare them to be wage earners, leaders, and athletes. They guide girls toward programs that prepare them to be consumers, followers, and spectators. Schools expect boys to be logical, strong, assertive, and bold while they lead girls to think of themselves as emotional, weak, cautious, and supportive. This is not a realistic preparation for anybody's future. What can educators do about it?

Here are 11 steps educators can take to increase educational equity for boys and girls (one or two are more applicable to administrators than to classroom teachers).

- First, do something about your language! It shapes your thinking. Get the National Council of Teachers of English "Guidelines To Encourage Non-Sexist Use of Language" and put them into practice. Use the pronoun *he*

only when referring to a male. Use neuter generic terms such as *people* instead of sexist ones such as *all men.* Drop words or terms that stereotype, such as *old-wives' tale, tomboy,* or *man-sized job.*

• Second, establish guidelines for nonsexist instruction and use them for both course content and instructional materials. The guidelines should include the following points: (1) Males and females should be represented in approximately equal proportions. (2) Both males and females should be treated as competent and successful workers who make significant contributions both in and out of the home. (3) Both males and females should be treated as possessing the wide range of physical and behavioral characteristics that they in fact have.

• Third, if the only materials available are sexist, learn how to recognize the slant and remedy the bias. Note the omission of males and females in materials and any distorted information about either sex. Note the tendency to generalize from one particular difference beween a male and a female to all males and females. Discuss with students the possible reasons for distortions and omissions and the ways they could be remedied. Examine with students the inferences that may be made when instructional materials include terms or phrases which have both specific and generic meanings.

• Fourth, analyze the participation of males and females in courses and extracurricular activities and remedy any imbalances. Make sure everyone has equal access.

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**NEA Resolution 78-55: Sexism in Education**

The National Education Association believes that educational materials and processes should accurately portray the contributions of women both in the past and the present and that women must be involved in the selection of these materials and in preparing teachers for their use.

The Association recognizes that many instructional materials portray women and men in sex-stereotyped roles. It urges educators to use those instructional materials that portray various careers and personal roles as acceptable and attainable for all individuals.

The Association endorses the use of nonsexist language by all schools. It further believes that sexism and sex discrimination must be eliminated from the curriculum.

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Change course titles and content to make them equally worthwhile for, and appealing to, both sexes. For example, remove course titles such as Bachelor Living, which imply that an unmarried male is helpless and that the course is for boys only.

Communicate information about job opportunities or personal uses of a subject or an activity, and recruit both sexes to participate in them. Provide information to overcome low-achievement expectations for one sex (such as for girls in mathematics or interscholastic athletics) or low-interest expectations for one sex (such as for boys in home economics or secretarial programs).

• Fifth, note unequal treatment of males and females in meting out punishment and rewards and in giving special assignments. Are all the classroom helpers in your class girls? Are all the members of the AV equipment crew boys?

• Sixth, see that library collections are balanced. A good deal has been written on sex-role stereotyping in instructional materials, and many bibliographies of nonsexist materials exist. Ask librarians to provide in-service sessions on how to recognize and remedy sex-role stereotyping.

• Seventh, give career education special attention. Invite community members who are not in sex-role stereotyped occupations or activities—or who are in occupations that have been stereotyped for the other sex—to meet with students. Provide students with up-to-date information about occupational prospects. Remember the original definition of *career:* "the course of one's life." That includes not only wage earning, but also membership in the family and community. A proper balance in those roles is becoming available to both men and women and should be planned for in educational programs.

• Eighth, update the social studies curriculum to include public policy issues and legislation which affect families and the lives of men and women, both as parents and as wage earners.

• Ninth, work within the school system and professional organizations for substantial curriculum change to prepare students for the future. Examine forecasts about the economy, scientific and technological advances, work opportunities, family life, and leisure. If you haven't already read Alvin Toffler's *Learning for Tomorrow, the Role of the Future in Education,* do it. Also read two volumes from Research for Better Schools, *Educational Reform for a Changing Society* and *The Future of Education,: Perspectives on Tomorrow's Schooling.*

• Tenth, provide role models to help both boys and girls set nonsexist expectations for themselves. Does your school have male secretaries, classroom aides, cafeteria workers, and kindergarten teachers? Does it have any female bus drivers, coaches, custodians, and administrators?

• Finally, if you're female, quit being reticent about speaking out about, or acting against, sex-role stereotyping. It took a Catholic, John F. Kennedy, to challenge successfully the bias against putting a Catholic in the White House. It took a Black, Martin Luther King, Jr., to lead Black Americans to demand their birthright to equal protection under the law. Kennedy and King didn't bring about changes alone. Individual women won't either. But we have to work for positive changes for girls and women. Although stereotyping harms both sexes, we are the ones who most clearly see the need.

What difference will the elimination of sex-role stereotyping make? It will mean that both boys and girls will have the opportunity to develop their potential for participation in this society as parents, wage earners, citizens, and consumers and in a variety of other roles.

The elimination of sex-role stereotyping is first and foremost a call to improve the lives of women. It is a call to change the expectations women have for themselves, the competencies they develop, and the lifetime choices they make.

We want the best for our children. That means helping them to understand the changing world and to control their futures in it. It means the elimination of sex-role stereotyping with its incapacitating myths about men and women and families that don't exist now and never will. □

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Dr. Martin spoke at greater length on this topic at the 1978 annual meeting of the American Association of School Administrators.

# Who Produced These Teaching Materials?

Corporate industry, public utilities, and national trade associations are entering the education field through the production of print and audiovisual materials. These materials, some graded K-12, teacher guides included, are available upon request by teachers or students and are advertised in educational publications or through direct mail to school districts. They cover a range of subjects but predominantly focus on energy, the environment, nutrition, and the economy.

What is the motive behind the production of these materials—education or business? A researcher in Ralph Nader's public interest network is trying to determine the answer.

Returns from a survey of *Fortune*'s 500 top industrial corporations reveal that teaching materials produced by industry are either free or priced below commercial rates. Among the 59 percent of *Fortune*'s 500 corporations that responded to the survey, 65 percent provide informational materials or catalogs to elementary or secondary schools and 29 percent provide material specifically tailored for classroom use.

What's wrong with that? Isn't it a public service?

What's wrong is that industry may be taking advantage of schoolchildren as a captive audience for market advertising. Even in the production of public service information, a tax-deductible expense, an industry can find opportunity to improve its image and to promote its brand name. At present, industry appears to be conducting an advertising campaign to counter the disagreeable image corporations have accrued through inflation, unemployment, industrial pollution, tax evasion, and corporate bribery in recent years.

Some industry-produced instructional materials betray the same intent to increase profits as commercial advertising. Cereal companies promote breakfasts with low nutritional value; cola companies do not reveal the effects of caffeine in the drinks they popularize; toothpaste manufacturers advise brushing with their brand but fail to mention the importance of using dental floss. More seriously, utility companies with investments in nuclear power are not reliable sources for unbiased discussion of solutions to the energy problem.

**Industry-produced materials may reveal reprehensible bias.**

Educational materials produced by industry may contain a more insidious bias in the covert marketing of ideological and cultural suppositions. Gas and automobile industries assume that a pollution level can be "acceptable" and encourage individual transportation. They disregard both the greater energy efficiency of public transportation and the effects that cars and highways have on the environment. The meatpacking industry characterizes the American Indians as having a "primitive stone-age culture," because they failed to domesticate livestock and therefore had no time away from the

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hunt to create a "skilled" culture. Worse yet, some cigarette manufacturers present the historical and economic value of tobacco and fail to mention the presence of nicotine or health hazards.

Industry argues that it can provide invaluable technical knowledge and experience in its specialized fields. The classroom, however, is an inappropriate forum for breaking children in as prospective customers under the guise of special expertise.

Questions about the "real need" for and the "actual use" of these materials arise. With all the commercial print and audiovisual materials already available on the education market, are industry's materials actually being used in the classroom? Did the schools request industry's participation, or did industry recognize the prospect of another market?

Most of industry's materials are not field-tested on children and most systems of evaluation/feedback are within the industries themselves. Instructional materials that are prepared with no system of review and accountability should cause serious concern to parents and educators. At present there is neither industry self-regulation nor federal or state review procedures. Only the National Association of Industry-Education Cooperation, a voluntary organization, has guidelines for the evaluation of industry-sponsored educational materials.

Further study of industry-produced teaching materials may reveal reprehensible bias that encourages capricious consumption, partisan judgments, and disregard for public health. □

Educators who wish to comment on the quality and number of materials they receive from industry may write to Sheila Harty, P.O. Box 19367, Washington, DC 20036.

# Are They Appropriate? That's the Question

The basic problem with Sheila Harty's statement is that it further promotes the notion that everything that corporate industry does is suspicious. We have heard that corporate industry exploits the land and its people, pollutes the air and the water, pays exorbitant bribes, and enjoys tremendous profits that are protected through illegal political contributions. Now Harty tells us that corporate industry is flooding the market with educational materials that "may reveal reprehensible bias that encourages capricious consumption, partisan judgments, and disregard for public health."

I can support a very different series of observations. First, some educational materials produced by industry are among the best available. Many others are at least as good as those produced by publishing houses. Second, educational materials, including those produced by industry, play essential roles in instruction. The pervasiveness of educational materials requires the objective application of criteria and methods for selection and use without regard to the producer or sponsor. Third, schools, government, and corporate industry are collaborating now more than ever before to increase the positive contribution each makes to society and also to increase the credibility that each group desperately needs.

*Giving Credit Where Credit's Due.* No doubt the interests and motives of corporations in regard to the production of classroom materials vary greatly. Some corporations see it as a powerful tool for molding young minds. Others sincerely feel, and justifiably so, that they are in a unique position to develop educational materials in areas where they have particular competence.

Practically every teacher can cite examples of educational materials produced by industry that either are better than those available locally or commercially or are the only materials of their kind. C. Raymond Anderson, a consumer educator at the University of Maryland, is well versed in materials produced by industry in his area of specialization. Dr. Anderson says, "The educational materials of the New York Stock Exchange are factual and educationally sound. All aspects of investing are developed with educational consultants."

Teachers have long enjoyed the wide range of free and inexpensive materials industry produces and distributes. The unevenness in quality and the absence or presence of propaganda in the materials seem less important than the competence and creativity of teachers in recognizing those qualities as they select the appropriate materials for their students.

*Selecting and Using Materials.* The need for teachers to become more involved in selecting, analyzing, and evaluating materials is dramatically illustrated by recent findings of the Educational Products Information Exchange (EPIE) Institute. On the basis of information obtained from 12,389 teachers, EPIE reports that print and nonprint materials are used during 90 to 95 percent of the time spent in instruction in grades K-12, but only 54 percent of the teachers help select the materials they use. Teachers also say that they spend less than one hour per year in this activity and that many of them have not been trained to evaluate materials.

Many sources are available to assist the school media specialist and the teacher in making wise choices among instructional materials produced by in-

By WILLIAM E. HUG
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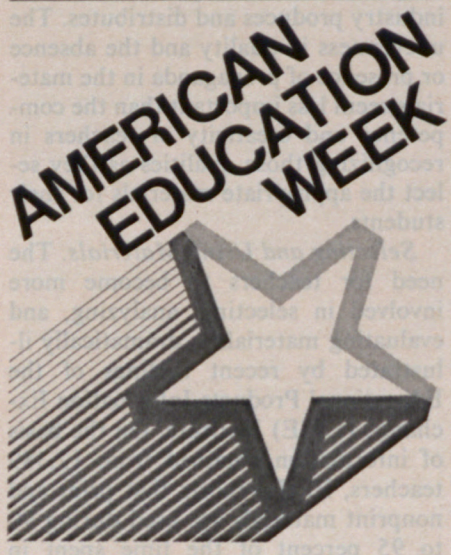


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## Some educational materials produced by industry are among the best available.

dustry. For example, *Educational Media Yearbook 1978-79* (fifth edition, edited by James W. Brown, R. R. Bowker, 1978) lists guides, catalogs, and selection aids for procuring instructional materials produced by industry.

The teacher usually determines how a material will serve a specific purpose in a lesson. The purpose for producing a material may be very different from the purpose for which the teacher uses the material. For example, a manufacturer may produce materials to encourage high school students to buy a product, but the teacher may use this material as an example of a type of insidious advertisement.

Marjorie Martus, program officer of the Ford Foundation, warns that "the capacity to make good judgments in the selection and appropriate use of new instructional materials is only acquired over time." Martus points to the need for in-service programs to help teachers "understand the theory and the functions of different kinds of materials and to examine the problems and possibilities inherent in their use in different situations."

*Collaborating with Industry.* Setting up a watchdog agency for the purpose of screening educational materials produced by corporate industry could only increase the suspicion that industry and schools and government have of one another. On the other hand, creating a number of collaboratives among schools, industry, and government can help each group better understand how it can help the others to find ways to contribute to society.

For example, the Learning Exchange in Kansas City, Missouri, has worked with industry executives and teachers to develop a comprehensive program in economics for students in grades K-8. The Learning Exchange is estimated to affect some 100,000 children of Metropolitan Kansas City and serves as a center for students, teachers, parents, and other community members.

Leanna Landsmann, editor of *Instructor* magazine, describes a different kind of collaboration. "*Instructor* often consults with advertisers in the preparation of paid teaching inserts. Not only do consultants and editors carefully review the materials, but we test them in classrooms and revise them if the testing shows they aren't workable."

In another effort to collaborate with education, industry frequently employs advisory boards composed of a variety of educators. Although these groups may be just window dressing, some can and do help industry improve policy and procedures for producing educational materials for classroom use.

Industry as well as the schools and government must carefully scrutinize both the processes used to produce instructional materials and the materials themselves. However, Harty's question about industry's motive for producing materials is not the critical question a teacher faces. The important question is how can a teacher find and use the best media for the message with a particular child or group. □

◆ **Readers' reactions to this discussion are invited.**

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For Teaching Materials

# Don't Overlook the Government Depositories

Want a bingo game to teach fifth graders the four basic food groups? Or a map of the world in 1545 for your tenth grade geography class? Or a copy of Saul Bellow's lecture, "Recent American Fiction," for your senior honors class?

You could try visiting several libraries or writing a dozen letters of inquiry. But if the object of your quest is published by the federal government, one place you could find out about it is the nearest depository for publications of the federal government. Over 1,200 such depositories are housed in public, college, university, and law school libraries nationwide. The government publications they contain are available for examination by the public—including teachers and students—without any charge.

There are two depositories in each state designated at large by each Senator, two depositories in each Congressional district, and depositories in all land-grant colleges. These institutions can receive copies of House and Senate journals, public bills and resolutions, and all U.S. government publications that are not confidential and that are not in-office administrative publications. That means Enterprise State Junior College in Enterprise, Alabama, a designated depository, can, if it chooses, get copies of *Cooperative Marketing Alternatives for Sheep and Lamb Producers* or the *Area Handbook for the Persian Gulf States* or *A List of Speakers on Issues Concerning Hispanic Women.* How? Simply by marking the appropriate categories—there are some 4,000 of them—on the classified list of all government publications. In fact, the advisory council to the depository library program recommends that to fulfill their end of the arrangement, depository libraries agree to receive all documents in at least 25 percent of the categories and provide orderly, accessible shelving for them.

Depositories must also have, according to the council, at least one professional librarian to record and classify new materials, making them available to the public within 10 days, and to assist anyone using the depository. They should, in addition, provide areas for using these publications, as well as copying equipment.

Each depository sets its own policy concerning overnight circulation of government documents. Teachers and students who find that they cannot directly check out a document from a depository should, however, be able to borrow it by means of an interlibrary loan from the depository to their school or public library.

The U.S. government spends millions of dollars each year stocking depository libraries. What can that expenditure do for you, who, as taxpayers, are helping to support that system? To begin with, there are several ways government documents can enrich curriculum on all levels from kindergarten through college.

- Government publications can provide you with up-to-date, specific information not often found in other sources. If you're examining American Indian culture in an American studies or literature class, you might be interested in unemployment on Arizona's Navajo reservation. The depository nearest you may have the U.S. Commission on Civil Rights' 1975 study *The Navajo Nation: An American Colony.* Or if your twelfth grade sociology class is talking about prejudice, you could look for *Racism in America and How To Combat It.* This 1970 publication of the Civil Rights Commission Clearing House discusses reasons why white racism still flourishes in American society and suggests nine key strategies for improving race relations.
- Besides providing background information, some depository materials even contain lesson plans. The Department of Labor's 1977 *Studies in Public Policy: Unemployment* contains five lessons that define work and unemployment; explain statistics; and examine case studies, causes, and public policies. A filmstrip and discussion guide are included.

If your class is studying the nation's capital or Black Americans, you might be interested in the 1978 booklet *A Lecture on Our National Capital by Frederick Douglass*, published for the Anacostia Neighborhood Museum, Smithsonian Institution (Washington, DC). Besides Douglass' 1877 lecture, you would get a report on public reactions to the speech, a bibliography on Douglass, photographs of Washington in 1877, suggestions for films and field trips, and discussion topics listed by school subject.

- Some government publications are suitable as supplemental texts for the students themselves. It may be possible to obtain multiple copies of a document at no charge since some depositories make a practice of stocking and giving away large numbers of especially popular publications. In oth-

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er cases, teachers will only be able to examine a copy of a publication at the library, where they can also find out how to submit an order to purchase multiple copies from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20401.

The Library of Congress collection entitled *Literary Lectures* would be an excellent supplemental text for advanced literature classes—and that's where you'd discover what Saul Bellow thinks of "Recent American Fiction."

Do you want to give your home economics students a useful booklet? Try the U.S. Department of Agriculture's *Cooking for Two*, which presents the four basic food groups and simple recipes to go with them. Your earth science or environmental studies class might want the Bureau of Reclamation's 1977 *Environmental Glossary*. They'd be able to find explanations for such terms as *marshlands, life zones, catabolism, buffer species,* and *coliform.*

• Government publications also can provide some colorful and imaginative classroom audiovisual aids. The collections in some depositories include such material in addition to books and pamphlets. Or they contain brochures or catalogs that will tell you how to purchase them.

Would you like to give your students a view of the world in 1545 or of the Ohio River in 1819? The Library of Congress booklet *Facsimiles of Rare Historical Maps* will tell you where you can submit an order to purchase them.

Do your city kids need a glimpse of farm life? Show them the 1976 yearbook of the U.S. Department of Agriculture (USDA), *The Face of Rural America.* They'll see color photos of land, people, machines, and harvest time.

Do you need a way to help your eighth grade health class or even your third graders learn the basics of good nutrition? Play the bingo-like Food Groups for Better Meals Game. (If you cannot borrow it from a depository, it is available from USDA for $3.95.)

• Students can use materials in government depositories for research papers, special projects, and extracurricular activities. A student reporting on Venezuela might want to look for the Library of Congress' *Latin America: An Annotated Bibliography of Paperback Books.* A student writing on an environmental topic could get valuable information (perhaps not printed elsewhere) from the 200-page study *The Argo Merchant Oil Spill*, published in March 1977 by the Department of Commerce's National Oceanic and Atmospheric Administration.

My recent survey of high school teachers revealed that students most often use government depositories for debate research. Dennis Criswell, a debate coach in Sioux City, Iowa, reports that his students frequently use the depository in the public library there as a research source for the current debate topic. He adds that his students have found this material to be "widely accepted as valid evidence and therefore use it as much as possible."

If what you've read so far has convinced you that you might want to use a government depository, the next step is finding one. You are already way ahead of the game just knowing what a government depository is. I spent the first four years of my high school teaching career in Madison, Wisconsin, a city with five depository libraries, and I never even knew they were there. The first time I ever heard the term *government depository* was eight years later when I was teaching freshman composition at Thiel College in Greenville, Pennsylvania. My classes toured the college library, and with them, I learned what a depository is, that Thiel houses one, and all the ways I as a teacher and a writer could use it.

To locate the government depository nearest you, ask the nearest public, college, or university librarian. Or send for the free list of all depository libraries from the Superintendent of Documents.

If you live in western Illinois, you'll find depositories in Macomb, Moline, and Monmouth. If you live in Wyoming, you may have to travel a bit to reach one of the eight depositories in your state. And if you live in a large city, chances are you will have several depository libraries to choose from.

Before you and your students visit the depository, you might become acquainted with several tools. First, you can subscribe at no charge to the monthly list, "Selected U.S. Government Publications." It's available from the Superintendent of Documents. This list contains brief descriptions of the latest government publications, their prices, and the numbers necessary for submitting a purchase order or for finding them on the depository shelves. [In addition, the regular feature "Free or Inexpensive," which appears in every issue of *Today's Education*, frequently lists government publications of interest to teachers.]

"Selected U.S. Government Publications" can keep you aware of new materials. If you want to explore a specific topic, however, use the *Monthly Catalog.* Ask the documents or reference librarian at the depository to show you how to use the *Monthly Catalog*, how the publications are shelved, and where to find those in your field.

Many depository librarians regularly conduct tours for area high school and college classes. Get in touch with them not only to arrange such visits but to find out the mechanics of their libraries' operations. Lida Mason, who oversees the government depository at Thiel College, says that professional documents librarians are usually "most willing to give lectures on government documents to classes or to cooperate in helping with research papers and projects assigned to students. The earlier the students are introduced to the valuable information contained in government documents, the better."

For teachers, students, and indeed, the general public, government depositories are too often a forgotten resource—but they are a valuable one. Whether you need background information, text supplements, audiovisual materials, or new sources for student research, look for a library door bearing the symbol of an eagle with an open book. You will have found a government depository waiting for your use. □

For further discussion of materials selection, see *Instructional Materials: Selection and Purchase.* 72 pp. 1976. (1309-3-OF) $3. See order instruction in "New NEA Publications" in this issue.

A Global Perspective

# The New Imperative

An event that confronts the human race can unfold with astounding rapidity. Last autumn, for example, President Sadât of Egypt said in an interview—almost casually it seemed—that he would like to address the Israeli parliament, the Knesset.

Within hours, satellites beamed the news of his remark to every part of the inhabited earth. Television played and replayed the comment, holding him to it. Then the Israeli government invited Sadat to address the Knesset, and he accepted. When he arrived at Ben Gurion Airport, millions of viewers around the world simultaneously experienced the electric moment as an Egyptian plane first touched down on Israeli soil.

It is not to diminish what happened then to say that none of the speeches, none of the documents, none of the private meetings, none of the toasts exchanged during that visit was so significant as the riveting of the whole world's attention on one single, breathtaking, symbolic image. In one instant, 500 million people felt their connectedness, and their perspective was expanded in a grand human gesture on behalf of peace.

Something great happened that day in the Middle East—and in our own living rooms, too. We are beginning to discover through mass communication that we are dependent on one another. We are being jolted into the era of interdependence.

Now let's step back a moment and reflect on where we've been. After World War II, the United States responded magnificently to the call of others throughout the world with our Marshall Plan and with our Fulbright Exchange Program. We felt a surge of humanitarian concern for those beyond our piece of turf and lavished our resources on countries we judged to be less fortunate. There was even a dash of euphoria over the prospect of what U.S. genius and generosity could accomplish for the world—and there was great accomplishment.

Then, in the late 1950's, Sputnik went into orbit. Americans were both angry and afraid, and our response was urgent and specific. Congress passed the National Defense Education Act, the race for technical superiority in space was on—and our international relationships were being fed by pride and fear and competition.

In the dark days of the late 1960's, our international attitudes took another turn. Savaged by the tragedy of Vietnam, we gloomily turned inward. We began to worry about our resources here at home, and international education almost became a naughty word. The International Education Act of 1966 was never funded.

Today, changing conditions demand that we begin to recognize a more sobering agenda that transcends national boundaries and focuses on pervasive human issues, an agenda that affects those 500 million viewers of the Middle East drama—in fact, all the 4 billion inhabitants of our planet.

**We are being jolted into the era of interdependence.**

Recently, United Nations official Robert Muller noted that a child born today into a world of 4 billion people will, if he or she attains the age of 60, be sharing the earth with three times that many human beings.

In a monograph published by the World Affairs Council of Philadelphia, Muller said, "A child born today . . . will be both an actor and a beneficiary or a victim in the total world fabric, and he may rightly ask: 'Why was I not warned? Why was I not better educated? Why did my teachers not tell me about these problems and indicate my behavior as a member of an interdependent human race?' "

Teachers increasingly have an obligation to educate, not just about the past and present, but about the future, too.

The harsh truth is that the human race continues to expand by 200,000 people every day, 73 million more people every year. Every day more than 800 million people feel gnawing hunger, living literally from hand to mouth.

Tensions and pressures over resources grow more and more acute, and our planet becomes a more difficult place to live. The questions of the future are these:

- Where will we get our food, and how can it be fairly distributed?
- How can we get enough energy for everyone, and how can it be equitably shared?
- How can we reduce the poisons in the atmosphere?
- Can we have a proper balance between the number of people and the resources they need for life?
- How can we live together, with civility, now that our resources are so limited?

We must begin to think and talk about these transcendent issues with great care.

Yet most of us have still not placed our own lives and the lives of our institutions in clear global perspective. Recent surveys have revealed that—

- Even after President Carter's television speech on energy, only half the public (52 percent) knows that the United States must import oil to satisfy its energy demands. Of these, only one-third (17 percent of all adults) has anywhere near an accurate idea of how much petroleum the United States imports—in 1976, 42 percent of what we used.
- Less than 1 percent of the college-age group in the United States is enrolled in any course which specifically teaches about international issues.
- Fewer than 2 percent of our 1977 high school graduates had studied any foreign language.
- College enrollments in foreign language courses have decreased fully 30 percent in the past seven years.
- Fewer than 5 percent of the teachers trained today have studied international or comparative education or taken any other intercultural courses in their work for certification.

How can we begin to help our students understand the significance of facts like the following that will affect

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*U.S. Commissioner of Education.*

## The U.S. Office of Education is giving a new priority to global perspectives projects as a part of general education.

their lives?

- U.S. industry is almost wholly dependent on foreign sources for chromium, cobalt, bauxite, manganese, and tin. It imports between 40 and 95 percent of its supply of these precious metals from the Third World.
- About one-third of the profits of American corporations come from their exports or from foreign investment.
- One out of every six factory workers in this country is making something for export, and 2 million Americans owe their employment to foreign trade.

Today we face problems unheard of when I was a college student 30 years ago: subnuclear turbulence, the spread of nuclear energy, global stagflation, monetary instability, the oil cartel, wide swings in commodity prices, threats to the whole environment of the planet, and a widening gap between the richest and the poorest people in the world. In addition, scientific and technological developments have eroded the traditional insulators of time and space. New nations are rapidly emerging, and today there are some 150 independent units in the world.

Our ignorance is great, but I'm convinced change is in the wind:

- Americans are beginning to sense that the luxuries we take for granted also depend on the desires of Middle Eastern people whose language, culture, and historical roots most of us hardly know.
- Farmers in the great American heartland are beginning to discover that their economic well-being can depend as much on climatic conditions in the Soviet Union as on fluctuations in our citizens' tastes and food consumption patterns.
- We are beginning to learn that something as seemingly innocent and obviously trivial as using aerosol sprays may be harming the only shield we have against the ultraviolet rays of the sun—the band of ozone enveloping the earth.

For educators, the point seems clear: Education that fails to acquaint students with their dependence on their fellow human beings is not essential education; it may be only an exchange of irrelevant data.

Education must therefore focus on a new curriculum, one that gives us a clear vision of the unity of our world, in both a social and a physical sense. Education must teach us that all our actions on this planet, physical or social, are irrevocably interlocked.

The U.S. Office of Education is giving a new priority to this objective. We are eager to support global perspectives projects as part of the core curriculum or general education program.

Some of this development will be supported under the provisions of NDEA Title VI (Outreach Programs and the new Section 603 of Title VI) and ESEA Title VI-C. We intend to seek increased funding for these activities.

Further, I have established in the Office of Education a Global Perspectives Task Force with members from the Office of Education, the National Institute of Education, and groups outside HEW.

Our goal is to coordinate HEW international education efforts and to link HEW efforts and those of other federal departments and agencies.

We intend to revitalize our support of the foreign language and area studies program funded by the Office of Education also, and the work of a Presidential panel will soon buttress this program.

For their part, American schools and colleges must increasingly underscore what all people have and hope in common. We must develop a new core curriculum that grows out of our recognition of humanity's interdependence and strengthens the linkages among ourselves and with our common human future. I believe a curriculum that suggests to students that they have nothing in common is just as flawed as one which suggests that all students are alike.

To grasp our commonality, students need more than knowledge of other cultures; intellectual understanding is not enough. The missing link is attitudinal.

We must cultivate a sensitivity to the beauty and richness of human difference and a recognition that others have views of the world as valid as our own.

As Arnold Toynbee observed a decade ago, we have conquered nature and now our great unfinished task is to conquer self. Toynbee said that humanity is our most formidable enemy today. We ourselves are more formidable than wild beasts, our oldest foe, and more formidable than disease, which, for the most part, we can now control.

The time has come, Toynbee asserted, for humanity as a whole to unite against the common enemy in itself. The great irony of our time is that humanity may be destroyed, not by its madness, but by its carelessness—by its wanton disregard for its special relationship to the planet Earth.

Archibald MacLeish spoke more hopefully of the commonality of humankind: "To see the Earth as it truly is, small and blue—beautiful in that eternal silence where it floats—is to see ourselves as riders on the Earth together—brothers [and I might add sisters] on that bright loveliness in the eternal cold—brothers who now know—they are truly brothers."

It may be that as we better educate ourselves and make more sensitive the human spirit, we will indeed make our future more secure and keep this angry, frightening world from self-destruction. □

Dr. Boyer spoke at greater length on this topic at the 1977 Annual Convention of the American Association of State Colleges and Universities in Orlando, Florida.

A Global Perspective

# Ecology Lessons from a Lily Pond

Teachers in France use a riddle to teach schoolchildren what exponential growth is. A lily pond, so the riddle goes, contains a single leaf. Each day the number of leaves doubles—two leaves the second day, four the third, eight the fourth, and so on. "If the pond is full on the thirtieth day," the teacher asks, "at what point is it half full?" Answer: "On the twenty-ninth day."

An understanding of the arithmetic of growth is indispensable in today's societies that consider growth desirable. Both world population and economic output are expanding rapidly. At first glance, a 2 percent annual rate of population growth or a 4 percent rate of economic growth might not seem substantial. Over a century, however, the former will lead to a sevenfold increase and the latter to a fiftyfold increase! Such is the arithmetic of exponential growth.

In fact, the global lily pond in which 4 billion of us live may already be at least half full. Within the next generation, it could fill up entirely. Clusters of leaves are already crowding against the edge, signaling the approach of the day when the pond will be completely filled. The great risk is that we will miss or misread the signals and fail to adjust our life-styles and reproductive habits in the time available.

Newspaper headlines have been announcing a host of global problems. Prices for oil have skyrocketed, bringing the era of cheap energy to a close. Other important nonrenewable materials have become increasingly scarce and costly as well, though the increases in their prices are unlikely to match the tremendous increase in petroleum prices.

In the United States, oil production has been falling since 1970, reversing a century-long trend. This has occurred despite a rapid increase in oil exploration in the continental United States as well as the oil "bonanza" of the Alas-

**By LESTER R. BROWN**
*President and Senior Researcher, Worldwatch Institute, Washington, DC.*

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kan North Slope.

The decline in production in the United States will be followed by downturns in other oil-producing countries. The Soviet Union may stop having an exportable surplus of oil within a matter of years, leaving Eastern Europe heavily dependent on the Middle East and other sources for oil imports.

Output is falling in all of the older oil fields; the pressure on new fields is mounting. If energy alternatives are not available soon at comparably low prices, the next century may witness not only the end of the petroleum era but also the end of the profligate economic system it has spawned.

Neither coal nor nuclear energy now appears capable of providing the nations of the world with a cheap and plentiful supply of energy in the near future. Given this prospect, there is little doubt that the transition to the post-petroleum era will be difficult.

Societies will have to do more to conserve energy in the future than they have in the recent past. In addition, they will have to begin crash programs to develop renewable energy sources—solar energy in its various direct and indirect forms. Each country must evolve its own strategy for moving into the post-petroleum era according to its circumstances.

Just as worrisome as the increasing demand on the Earth's nonrenewable resources is the increasing demand on its renewable resources, the biological systems that provide all our food and virtually all the raw materials for industry. The new inability of the world's fishermen to increase their catch, massive deforestation in much of the Third World, and the continuing worldwide loss of cropland are all providing ample cause for concern. The results can be clearly seen in rising prices for food and other essential commodities.

The world's fisheries furnish a well-documented case of overuse and declining productivity. Throughout most of human history, there were more fish in the oceans than we could ever hope to catch. Between 1950 and 1970, the world catch increased rapidly, far outstripping population growth and sharply boosting fish consumption. But in 1970, the trend was abruptly and unexpectedly interrupted. Overfishing led to shrinking stocks, declining catches, and soaring prices. Meanwhile, world population has continued to grow, so that the per capita catch has declined by 11 percent.

Pressures on oceanic fisheries have affected prices not only of seafood but of alternative sources of protein as well. The doubling of soybean prices over the past decade is perhaps the best single barometer of the recent protein scarcity. As the Soviet Union, Japan, and the industrial countries of Europe have had to import soybeans as a substitute for anchovy meal in livestock feed, the price of soybeans has risen rapidly.

Many of the world's forests also are showing signs of overharvesting. In poor countries, in particular, where people use firewood for cooking, they are decimating forests. With the average person requiring a ton or more of firewood each year, expanding populations are raising firewood demands so fast that forests are receding more and more until entire regions are deforested. As a result, firewood prices have soared, worsening inflation in many Third World countries. In some deforested communities in Africa, what goes under the pot may cost more than what goes inside it.

**The question is not whether we will accommodate ourselves to the Earth's systems and resources, but how we will do so.**

Although the daily demand for firewood is the largest claimant on the world's forests, the demand for lumber also is rising rapidly. This demand for lumber, too, translates into rising costs. In the United States, the price of lumber has nearly tripled since 1969, causing the cost of housing to go up. The average cost of a new house in the United States is $55,000, up from less than $30,000 scarcely a decade ago.

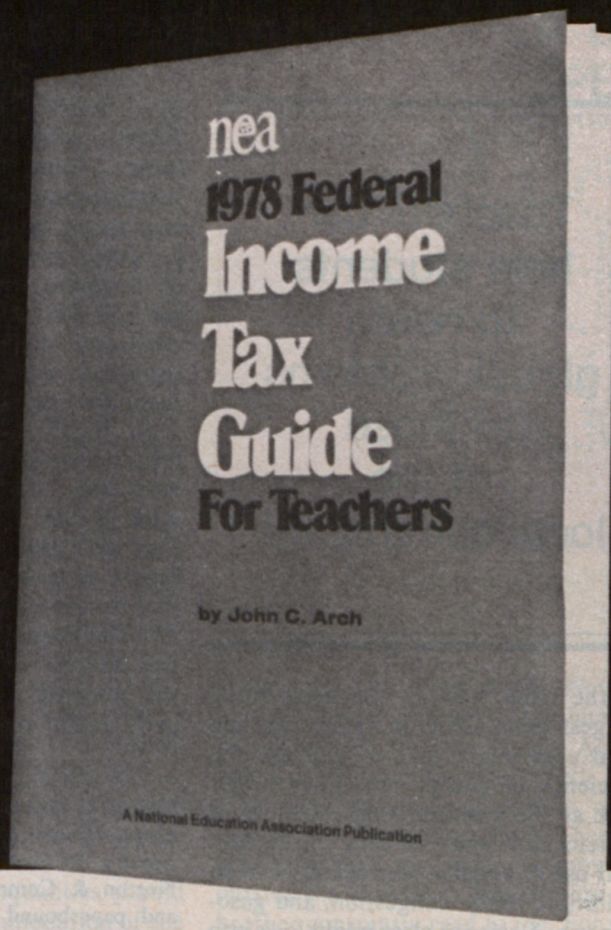
The world's croplands also are suffering from excessive demand. Cities and deserts are encroaching on cropland on virtually every continent. In some countries, such as the United States, the cropland lost exceeds the new land brought under the plow. In the October 1976 issue of *Science*, David Pimentel reports that "each year more than 2.5 million acres (1 million hectares) of arable cropland are lost to highways, urbanization, and other special uses. This loss is [only] partially offset by the addition (primarily by irrigation and drainage) of 1.25 million acres (500,000 hectares) of newly developed cropland per year. . . ."

In addition to the absolute loss of cropland, in many places erosion is causing a thinning of the topsoil layer and thus a decline in the natural fertility of soils. Soil erosion is not new, but in vast areas the topsoil now being lost through erosion exceeds that being formed by nature.

Clearly, the serious question facing the world today is not whether we will accommodate ourselves to the Earth's systems and resources, but how we will do so. For example, the question is not whether we will reduce our consumption of oil. Wells in the older oil fields are already running dry. The only question is whether we will adjust to oil shortages sensibly, cooperatively, and with foresight, or belatedly and perhaps catastrophically.

If we are to avoid later catastrophic adjustments, we must quickly develop thoughtful and creative approaches to problems. To say that this process of accommodation will require new directions in education is perhaps to state the obvious. Yet it is clear that unless young people develop a sense of the adjustments that we will all be facing soon, the move toward realistic solutions will be critically delayed.

Most of us were educated at a time when resources were more abundant than they are now and when people had faith in the capacity of technology to solve problems. We turned out to be poorly prepared for the sorts of prob-

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lems that currently confront the world. The result has been a frantic game of "catch-up" for scientists, economic planners, and ordinary citizens. In our adult years, many of us are learning lessons that will almost certainly become a part of tomorrow's school curriculum.

In 1976, a national survey of science and social studies teachers by the Population Reference Bureau indicated that only 35 to 40 percent of them dealt with population issues in their courses. While this is an improvement over the situation 10 years ago, it still shows broad neglect of an issue that many believe to be one of the most important facing humanity. Teachers can improve on this record.

In bringing lessons from the lily pond into the classroom, teachers can help students to relate global problems to those of the local community. Recent developments in population growth, energy availability, and food prices are affecting individuals and their communities in very direct ways.

The question of population growth and distribution relates particularly well to local community involvement, and both local and state governments are addressing the question today. For example, the city of Santa Barbara in California has introduced zoning ordinances to limit population increases. Across the country in New Hampshire, business people and political leaders have joined to explore possible ways to control the state's haphazard growth.

Considering these initiatives, it could be instructive to have students explore the implications of continued increases in the size of their own communities. What would the impact be on recreational areas, on road systems, and on schools? Are the benefits likely to outweigh the costs, or vice versa? Furthermore, what measures might the community take to control growth, and would these be equitable? By extrapolating the implications of these exercises to the global level, students may reach conclusions that would not otherwise be apparent to them.

The energy adjustments that we all must begin making soon also relate to the community level. By studying their own community's use of energy, students can increase their understanding of the issue, and, at the same time, suggest some useful measures that the local area might take to increase the efficiency of energy use. They might look at the size and fuel economy of various cars and evaluate the impact that use of smaller cars would have on pollution, traffic congestion, and gasoline use. A science class might look into the cost-effectiveness of solar heating in the local area's particular climate.

**Teachers can help students to relate global problems to those of the local community.**

The subject of food shortages and the loss of cropland also can be effectively addressed at the local level. Students can learn a great deal from studying the path that the community's food takes from harvest to table. A visit with the local supermarket manager could help launch such a project. The distant origin of some "fresh" vegetables and the numerous links in their distribution chain would undoubtedly surprise the students.

On an even more practical level, students might experiment with small-scale gardening projects. By setting up their own gardens, students can gain a sense of the practicality of home gardening and can also obtain data on yields from various crops and gardening techniques. Some school systems are encouraging such programs. In Cleveland, Ohio, 21,000 children are participating in gardening programs; in Alabama, about 36,000 students in 400 schools are involved in similar schemes.

Above all, however, it is important for students to realize that the current era is unusual in a number of ways. A simple extrapolation of past trends no longer provides a reliable guide to the future. New remedies for resource shortages are needed. Societies whose economies have been based on rapid growth in material consumption must of necessity turn to sustainable resources and technologies. The social challenge of adjusting to the Earth's resources may be greater than the technical one.

In times of rapid change, young people have an advantage in that they have less "unlearning" to do. With most of their lives still ahead of them, they also have a greater stake in the future, in creating an economic system that is sustainable over the long term. The challenge to teachers is to harness this interest in a way that will benefit the students, the educational system, and the community. □

This article is adapted from Dr. Brown's book, *The Twenty-Ninth Day: Accommodating Human Needs and Numbers to the Earth's Resources* (New York: W. W. Norton & Company, 1978). Clothbound and paperbound copies of the book are available from W. W. Norton & Company.

**NEA Resolution on Environmental Education**

The National Education Association believes the nation's priorities must include the protection of our environment. It urges the development and improvement of federal legislation, programs, and appropriations that provide education (a) to understand the proper use, stewardship, and preservation of a viable environment; (b) to eliminate pollution; (c) to promote an understanding by students and the public of the effects of past, present, and future population growth patterns on world civilization and human survival; and (d) to promote establishment of federal Wilderness Areas, Recreational Areas, and Refuge Areas, in order to educate students to the concept of the compatibility of humanity and nature.

The Association urges its affiliates to support environmental programs in school systems for grades K through adult.

The Association encourages local affiliates to establish procedures to assure that policies and practices adopted by governing boards are consistent with environmental concerns.

# A BLIND TEACHER SPEAKS OUT

# On Teaching the Blind Student

Teachers and administrators are trying desperately to find enough money and time to integrate the handicapped into public education. Fortunately, in many cases, good judgment is more useful than expensive equipment.

I believe that three qualities should characterize the accommodation of the handicapped in public education: common sense, flexibility, and equal treatment. I am convinced that a change in attitude can accomplish much toward successful accommodation, and with a minimum of expense in time, money, and effort.

Everyone's perception of a problem is influenced by experience. I am a totally blind scientist. I teach and conduct research at the undergraduate and graduate levels in the zoology department of a large public Eastern university.

My research consists of field and museum work on the ecology, evolution, geometry, and adaptations of snails and other shelled animals of the world's oceans. My comments about education of the handicapped are the opinions of one who was motivated to work hard in school.

Most scientists begin their careers early, and I was no exception. My parents encouraged my first interests in natural history. So did a number of enlightened teachers at residential schools for the blind in the Netherlands, where I was born, and later in public schools in New Jersey. At the age of 10, I began to collect shells, and I rapidly became interested in other branches of biology as well. Thereafter, I pursued my scientific interests outside the classroom. My parents and brother constantly read to me. For two years, I attended Columbia University's Science Honors Program for high school students.

My experience has convinced me that education has two basic functions. First, it conveys knowledge and skills that enable us to deal with life, pay our taxes, and hold a job. This function encompasses specific training not only in reading and writing and calculating, but also in thinking, analyzing, asking questions, and applying knowledge.

Second, education instills values that permit us to live and function in the society in which we grow up. This is the function of integration.

Many people have believed that for the blind and for other handicapped individuals, the two functions of education are incompatible. Educators who run residential schools often maintain that blind students cannot learn essentials like Braille and independent travel adequately unless they are segregated in special schools or classrooms. On the other hand, residential schools prevent blind students from being integrated into the society at large until they go to college or get jobs.

Public education, however, is a ready vehicle for social integration. Moreover, public schools can teach special skills to the blind: Training in Braille, typing, mobility, and other techniques essential to the functioning of a blind individual can supplement the standard curriculum or replace parts of it.

My experiences in the public schools of New Jersey prove that training and integration can coexist in the standard classroom. When I arrived in the United States in 1955, I was enrolled in third grade. Once or twice a week, an excellent resource teacher from the New Jersey State Commission for the Blind came to teach me English grammar, contracted English Braille, Braille typewriting, and standard typing. Throughout my public education, the Commission provided textbooks that had been brailled by volunteers. From eighth grade on, a reader paid by the state came daily to read other books for leisure, and a Commission instructor gave me mobility training.

Already, the residential schools in the Netherlands had trained me thoroughly in Braille. One of these schools also had a small collection of stuffed animals. These specimens fascinated me and helped sustain my interest in natural history. The school frequently took me and my classmates on excursions to woods, heaths, beaches, airports, and other places, where all of us were at liberty to experience firsthand the world around us.

These elements of education must be incorporated into the curriculum of both blind and sighted students. The first few years of schooling of the blind

**By GEERAT J. VERMEIJ**
*Associate Professor of Zoology, University of Maryland, College Park.*

must include a thorough training in reading, writing, mobility, and exploration.

Not all exploration can be done firsthand, of course. Thus it is essential to acquaint blind students, like sighted students, with the world around them by means of illustrations, other sensory aids, and books.

Educators of the blind have generally been reluctant about using tactile illustrations with the blind. Part of this conservatism stems from the belief that the blind cannot comprehend or interpret raised-line drawings. Moreover, many educators consider such illustrations to be difficult and expensive to make.

I believe that both contentions are wrong or at least misleading. If a blind person's tactile perception is good enough to permit Braille reading, it is probably good enough to deal with tactile illustrations. Blind children may need some training in making and interpreting drawings, as do most sighted children, but the result is well worth the effort. At least three methods of making tactile illustrations show the common sense I think is needed in accommodating the blind (see box).

What about other visual aids? The term *visual aid* is a bit of jargon that is unusual because it conveys an accurate meaning. A visual aid is an aid to teaching, not a substitute for it. I have listened to lectures in which the speaker relied heavily on slides and other visual aids. A good lecturer, however, makes points both orally and visually, so the point of the lecture gets across no matter how many visual aids go along with it. When teachers or lecturers write words on the blackboard, it is easy for them to say or spell the words out. This is an example of the quality of flexibility.

The science laboratory can provide another example of flexibility. There are certain procedures and types of experiments that a blind person cannot do in the laboratory with present-day technology. Inability to do some of the laboratory work does not, however, excuse a blind student from doing calculations or from experiencing the techniques secondhand through classmates' descriptions.

Moreover, a blind student can easily use many laboratory techniques: some dissections and examination of plants and animals, many experiments in mechanics and electricity, measurements of length and angles. In addition, the department can buy models designed to acquaint the student with phenomena or things that cannot be experienced firsthand. After all, many theoretical chemists rely heavily on models of molecular structure to aid them in thinking about complex structural problems. From the viewpoint of the blind student, it is much better to take a course in which some of the laboratory work cannot be done firsthand than to be denied the opportunity to take the course at all.

This does not mean that the criteria used in evaluating a blind student should be different from those for a sighted student. It is unfair either to relax criteria for the blind or to invent additional ones. Thus, we should not permit a student to complete a course without some understanding of techniques—nor should we demand medical information or psychological tests if these are not required of other students also. The blind and other handicapped people desire equal, not preferential or different, treatment. To compete with the sighted on uneven terms severely weakens the position of the blind and impairs their chances of changing people's attitudes and of achieving integration.

Lastly, I wish to emphasize that many problems which the handicapped face are those of the human population as a whole. Neither the blind nor the sighted will learn science or any other subject unless they are motivated, and unless teachers portray their subjects as fun, exciting, powerful, and intellectually satisfying. Those teachers who discourage the blind from taking a particular course or pursuing a field probably discourage nonhandicapped students as well. A flexible, tolerant attitude that encourages experimentation and a little risk helps lower educational barriers for blind and sighted alike.

In summary, I believe that attitudes create the greatest impediments to integrating the blind and other handicapped people in education. Common sense, flexibility, and a commitment to treat the handicapped on equal terms with others can lower and perhaps ultimately remove these barriers. □

### Illustrations for the Blind

How can we produce Braille illustrations inexpensively? I know of at least three methods.

The simplest requires a pen or pencil and a sheet of paper. The illustrator lays a piece of standard-sized paper on a slightly yielding surface (a stack of papers, a sheet of rubber, a piece of cloth) and firmly draws the illustration with the point of a pen or pencil. The raised-line drawing that is produced on the opposite side of the paper is a mirror image of the original drawing, and it consists of smooth lines that any perceptive blind person can feel easily.

Many of my professors in college used this technique to good advantage. It would take them a minute or two to prepare a graph or other representation to which I could refer during the lecture.

One of my teachers in the Netherlands developed a method of making illustrations that is slightly more complex but equally inexpensive. The illustrator pegs or tapes a piece of fine metal screen to a hard board, lays a sheet of Braille paper on the screen, and draws a stylus or other sharp point across the sheet. This method requires slightly more time and talent than does the use of pencil and paper, but it has two advantages. The mirror-image drawing that appears on the opposite side of the paper consists of very clear lines, and the illustrator can regulate the intensity and texture of the lines.

Nancy Amick, at the Princeton, New Jersey, unit of Recording for the Blind, has developed a third method. She makes a complex illustration by drawing with points of various shapes and sizes on heavy aluminum foil. She then can use the thermoform process to duplicate the resulting mirror-image master on plastic sheets. Using this method, Ms. Amick made me a series of biological illustrations and geological maps which are both esthetically pleasing and highly accurate. Her method requires considerable time and talent, but it is highly effective and still fairly inexpensive.

These methods are examples of what I call common-sense accommodation of the handicapped. They cost little money and require no technical equipment. The simpler ones call for very little specialized talent and a trivial investment in time. The methods have the great additional benefit of permitting the blind to make their own drawings. They thus have occasion to use their own imaginations and to apply actively what they have observed previously.

—GJV.

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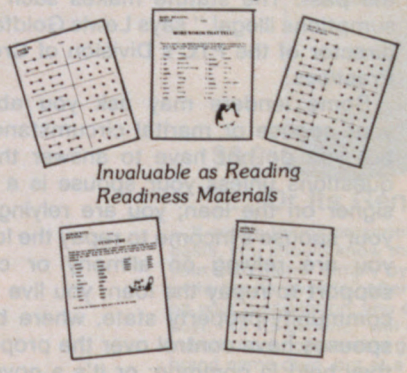

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CIRCLE QUICK-ACTION CARD NO. 28

# Financing Your Career Growth

By PENELOPE LEMOV
*Free-lance writer, on assignment from the Federal Trade Commission.*

This fall, teachers are returning to the classroom not only to teach but also to learn. Those who aren't studying to maintain their certification may be enrolled in master's or doctoral programs to advance their careers—and their salaries—as well as to satisfy their personal needs for growth.

Higher education is expensive, although the cost can be an investment that will pay off in increased future earnings. Many teachers simply cannot meet the costs of career advancement out of their own pockets. To ensure financial security tomorrow, they may have to borrow today, and this need is not unusual. Credit is an integral part of our economic system and one which, today, rivals hard currency in importance.

Getting the right kind of credit, on the right terms, isn't always easy, however. Asking the right questions and knowing your rights can help.

First of all, when you need to borrow money, shop for loan terms. Like any other commodity, money can cost more in one store than another. Typical lenders include banks, credit unions, and loan companies. You should also consider borrowing against your life insurance or securing a passbook loan.

Unlike other goods, however, money may not have its price tag attached until the purchase is about to be made. Therefore, it's important to obtain from the lender, in advance, the Annual Percentage Rate (APR) on the loan.

The APR is the cost of the loan (the finance charge) expressed as a percentage. It takes into account the declining monthly balance of the loan on which interest is computed, service charges, loan fees, etc., and premiums for required credit insurance—if any is included—on the loan. The APR, in short, takes all financial charges into account, so you can use it in comparing the cost of borrowed money from different lenders.

The Truth in Lending Act, enforced by the Federal Trade Commission (FTC) and several other federal agencies, requires the lender to provide the borrower with a written disclosure statement, including—among other items—the APR, before a contract is signed. But if you wait until the point of purchase, you won't be able to compare the cost of a loan from one source with the cost of a loan from another.

Many consumers compare prices by asking the lender how much the installment payment will be. This may tell you whether you can afford to make the payments, but you need both the monthly payment and the APR in order to choose the loan that best fits your needs and budget.

Other questions are important to ask when getting a loan. What penalties or extra charges do you incur if you default or miss a payment? Is credit insurance required? (If not, and you already have life, health, or accident insurance, that may be sufficient.) If you've offered your home or car for security, what obligations will that bring?

You have the right to the answers to these questions, and to know the number, amounts, and due dates of loan payments, before any contract is signed. If you find a lender or creditor is in violation of these rights, write Truth in Lending, FTC, Washington, DC 20580, or the FTC Regional Office nearest your home.

Before approving your loan, lenders or creditors will want to know how good a credit risk you are. They will ask you about your income, employment, and prior credit history. A lender may not, however, ask about or consider your religion, race, sex, or national origin.

The lender also cannot consider your age except in certain limited situations.

"The Equal Credit Opportunity Act was designed to ensure, and has had the effect of ensuring, that consumers are evaluated for credit on the basis of individual merits and on their willingness and ability to repay the loan rather than because of assumptions about sex, race, or age which were made in the past. The statute makes such assumptions illegal," says Lewis Goldfarb, director of the FTC's Division of Credit Practices.

Some lenders may ask you about your spouse or marital circumstances, but you do not have to answer these questions unless your spouse is a cosigner on the loan; you are relying on your spouse's income to repay the loan; you are relying on alimony or child support to repay the loan; you live in a community-property state, where both spouses have control over the property they hold in common; or it's a governmentally sponsored or insured loan program and your family's financial resources must be considered.

The law requires the lending institution to give you a decision on your loan application within 30 days of receiving a completed application. If the decision is negative, the lender must give you a specific reason like "You have not been employed long enough," not a nonspecific one like "You don't meet our standards." Along with the negative decision, the lender must provide you with the name of the federal agency charged with enforcing the Equal Credit Opportunity Act for that kind of lender, because different regulatory agencies have jurisdiction over various kinds of financial or lending institutions.

If you believe your loan application is not being considered fairly or if the lender does not inform you of the appropriate agency to which you can appeal, complain directly to the lending agent so that he or she knows you are aware of your legal rights. Complain to the appropriate federal agency or to the Federal Trade Commission also. You can also file suit for both actual and punitive damages. If you need help in finding out which federal agency regulates the kind of lender you're dealing with, write Equal Credit, FTC, Washington, DC 20580.

It's important for you to know both your rights when shopping for a loan and who will protect your rights if you are turned down. Having access to credit may make all the difference between a career that advances and one that does not. □

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# Books

***A Survey of Teaching Conditions in English, 1977,*** by **Arthur N. Applebee.** ERIC Clearinghouse on Reading and Communications Skills/National Council of Teachers of English. 76 pp. $2.50.

*A Survey of Teaching Conditions in English, 1977,* is a report on Life Among the English Teachers by Arthur N. Applebee of the National Council of Teachers of English (NCTE). It is based on questionnaires returned (with a 51 percent response rate) by English department chairmen and chairwomen in 291 public high schools. The schools come from four groups, three of them characterized by exceptionally good English programs:

- Sixty-three of the schools surveyed in a 1968 study of outstanding high school English programs by NCTE.
- Eighty-six schools which have consistently produced winning entries in NCTE's annual Achievement Awards in Writing program for high school juniors.
- Seventy-one NCTE Honor Roll Schools, that is, schools that have made efforts to reduce the size of their average English class to 25 and average pupil loads to 100.
- Ninety-six schools randomly drawn from a list of all U.S. secondary schools.

As I read the book, I looked for "truths" to match my 20 years of teaching experience. Probably the most satisfying such truth to emerge for me was the fact that many English teachers in this country, no matter in what geographical region, no matter in which of the four categories of schools, have been dancing the same dance as I. Consider—

- We are still teaching five classes in a six- or seven-period day, with around 26 to 30 students to a class. (My 1977-78 class average was 27.)
- We fell in love with electives and small-group instruction, but now the honeymoon is over. We are all weeding and sifting courses.
- We are better prepared in terms of formal instruction than ever before—98.5 percent of us with at least an undergraduate English minor, the majority with English majors.
- We are still slow to take up the challenge of continuing education. I am depressed to read that attendance at professional meetings has declined as much as 30 percent since 1963. Depressed but not surprised, what with budget problems.
- We are still agonizing over the fact that it takes from 3.5 to 8.6 minutes to evaluate minimally a 250-word paper. When our pupil load is high, we still cut corners on compositions. But when class size is down to 15, as it is in my American literature seminar, we accept the challenge of intensive writing instruction.
- We are still supporting and proving the idea that a strong English department with strong leadership produces a superior program.

The results reported in the six Applebee chapters are somewhat comforting. They make me realize that we English teachers have been doing pretty much what I thought we were doing. Even better, Applebee believes that this 1977 portrait suggests that "teaching conditions have not deteriorated in the way that harried teachers may sometimes feel." He even thinks that the innovations—often wildly proclaimed by the press—may be "less widespread than the amount of space devoted to them" (even in education publications) might suggest.

Certainly, the favorable conditions in the first three categories of schools—lighter pupil loads, fewer preparations, fewer noninstructional responsibilities—have been sustained over the years. My own experience is more in tune with the first three categories than with the more difficult world of the random sample.

Still, something troubles me about the tone of the report. What emerges from it—at least for me—are the familiar simplistic but true answers. The English teacher is still the victim of a society that is unhappy with itself. Split over standardized testing and competency testing as true measurements of student learning and progress, English teachers (including me) see themselves pushed in those directions ("Not yet, but they are coming," said one survey respondent). Troubled over increasing teacher loads, the English teacher in the late seventies is gearing up for "competency writing," grammar, and basics.

The Applebee report is comforting and discomforting. It is an interesting artifact, however, with its charts and summations, telling us where we have been. It deserves space on an English department shelf.

*Reviewed by* **Brooke Workman,** *chairman, English Department, West High School, Iowa City, Iowa.*

***Too Great Expectations: The Academic Outlook of Young Children*** by **Doris R. Entwisle** and **Leslie Alec Hayduk.** The Johns Hopkins University Press. 186 pp. $12.95.

All children enter school with high expectations for academic success. A controversial statement perhaps, but one of the significant findings reported by Doris Entwisle and Leslie Hayduk, sociologists at Johns Hopkins University.

The authors compared expectations for report-card marks and marks actually received by children from first grade through the end of second grade in an attempt to demonstrate a possible relationship between the two factors. They asked the children—one group from a school in a working-class neighborhood of mixed races and the other from a middle-class neighborhood in the same metropolitan area—to predict what marks they would get on their report cards. They also asked parents to predict their children's marks.

They found that working-class white and black children have expectations for higher grades than middle-class children do. And while the expectations of middle-class children were higher than the first marks they actually received, the expectations of working-class children far exceeded actual marks.

Over time, middle-class children became better at predicting their academic marks. Working-class children, however, modified their expectations very little despite the lower marks they received.

Teachers of these middle-class children appeared to be sensitive to the students' expected marks and made efforts to help them achieve their expectations. The teachers of the working-class children maintained a less flexible grading policy.

While it is possible to take issue with the research assumptions, some findings cannot be negated. For example, ". . . knowing how often a child is absent is almost as useful a predictor of

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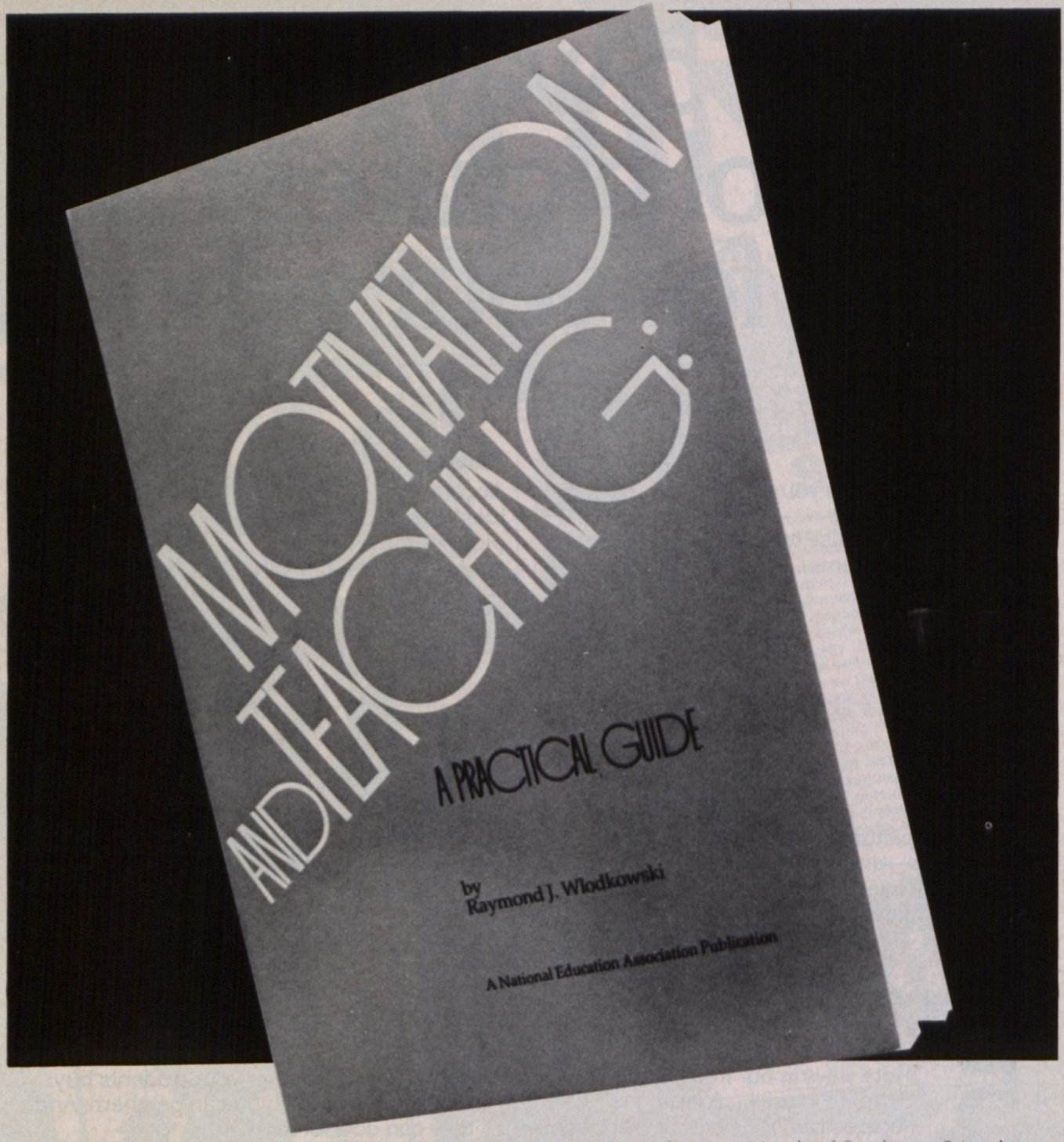


**Motivation and Teaching: A Practical Guide,** by Raymond J. Wlodkowski, contains 82 motivation strategies to enhance student motivation. It takes the various theories of motivation a step further by specifically explaining and exemplifying how they can be applied to teaching.

**Motivation and Teaching: A Practical Guide** is carefully organized to show how to structure, on a day-to-day basis, plans to promote and restore student motivation for learning. This extremely practical, extremely useable book highlights such concerns as Why Human Behavior Occurs; Attitudes and Perceptions; The Needs of Students; Stimulation; The Affective Realm; Competence; Reinforcement; and Basic Motivation Planning.

**How to Order.** Send your remittance of $8.50 to NEA Distribution Center, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516. Be sure to specify Stock Number 0751-4-0F.

marks as knowing the child's IQ." Parents who have low expectations are less likely to see that their children attend school regularly. Teachers adjust their marking policy to meet the needs of their students regardless of the official policy. (This finding confirms what teachers have long known to be true.)

Entwisle and Hayduk also found that children, parents, and teachers use very different criteria for predicting or, in the case of teachers, assigning marks. This finding among all others demonstrates most clearly the irrelevance of report-card marks as a vehicle for communicating to parents their children's academic performance.

Further, as a reviewer, I sensed an implied assumption that academic marks should improve over the course of a year. As an educator, I have heard parents take that same position. If teacher-assigned marks accurately reflect student performance and if the performances of particular students match their ability, then how do teachers use marks to show the improvement (defined as higher marks) that both these authors and parents expect?

*Reviewed by* **Vivian A. Sheridan,** *teacher, alternative program, Seven Locks School, Montgomery County, Maryland.*

***Where the Rainbows Wait: The Remarkable Lessons Taught and Learned in a One-Room Texas Schoolhouse*** by **Trent Jones** and **Carlton Stowers.** Playboy Press. 182 pp. $10.

There is strong evidence that *Where the Rainbows Wait,* subtitled *The Remarkable Lessons Taught and Learned in a One-Room Texas Schoolhouse,* was coauthored by a good teacher and a bad writer. Trent Jones is the teacher—in Terlingua, Texas, on the Mexican border. He has a fine story for us, telling not only about his teaching experiences but also about his battles with big and little bureaucrats. With casual cruelty, these officials set out to close the school, thereby condemning the children of Terlingua to a 160-mile daily bus ride, all because their one-room school does not exactly conform to state standards.

Stowers, the coauthor, never appears in the book. He must have been called in as a writer, and the writing is awful. There is no feeling for language. The verbosity is deadly. We are constantly told that something is funny when it isn't. Much comic relief, for example, is supplied by "Terlingua's resident hippie and screwball," a young woman whose "nutty" humor consists mostly of painting signs; for example, "Watch for Falling Cows" above a Stop sign, or "Big Bend Auto Tours—Safe, Reliable Drivers" on a wrecked auto.

The story itself, however, is an important one. Jones, his wife, and their two daughters left the comforts of modern life for Terlingua, a virtual ghost town that once was a mining center (for mercury). Jones teaches with patience, understanding, and imagination. He individualizes (that much-abused term) in fact. One year, for example, he had only 10 students spread across eight grades. Another year he had 26 in those eight grades. With all the extra work piled on him by his fight to save the school, he must have been just about the hardest working teacher in America.

Any teacher who has ever had to fight the system anywhere—and who of us has not?—will cheer for Jones in his battles with the Texas Education Agency. If you approach the book forewarned about the style, you will enjoy the real suspense of the fight to save the kids from those 800 miles in a school bus every week.

The book will also make you think twice before you complain about your own job, whether you are teacher, principal, or janitor; Jones had endless problems in all three capacities. That he never gave up is wonderful and proves that education is a field in which the ordinary individual still can have effect. If only the writing were not so ordinary!

*Reviewed by* **John M. Gray,** *chairman, English Department, Nauset Regional High School, North Eastham, Massachusetts.*

***The Revisionists Revised: A Critique of the Radical Attack on the Schools*** by **Diane Ravitch.** Basic Books. 194 pp. $8.95.

Having set historians a model of excellence in *The Great School Wars* (1974), Diane Ravitch now renders equal service in demonstrating that the radical revisionists' history of American schooling consists mainly of one-sided denigration yoked to ideology. It has less to do with education as it was than with its authors' hopes to transform society.

*The Revisionists Revised* is a critique of works by Michael Katz, Colin Greer, Clarence Karier, Paul Violas, Joel Spring, Walter Feinberg, and Samuel Bowles and Herbert Gintis. It is tough, fair, and courageous. Candor was overdue. Most reviewers, avoiding trouble, cover the radicals' selective use of fact by applauding the questions they raise. Ravitch, too, gives them credit for making educators reexamine their motives, assumptions, and effectiveness.

But as historians, they also need to show, she says, "an understanding of the democratic process, a respect for rational inquiry, and a capacity for surprise."

On all these counts, the radicals fail, as did their mirror-images of the early twentieth century, such one-sided boosters of public schools as Ellwood P. Cubberley. His morality tales, also designed to excite and convert, took no more notice of complexity than do the radical revisionists'. Ravitch shows why we owe so much instead to Bernard Bailyn and Lawrence Cremin—nonradical revisionists who have shown capacity for surprise. They have brought the history of education into the realm of objective scholarship.

Sure that American public schools are pathologically racist, class-biased, and bureaucratic, the radical revisionists find no surprises. They read the present into the past, Ravitch says, and charge that "schools were *consciously* designed by liberal reformers as undemocratic instruments of manipulation and social control" (her italics). They then scour the past for quotations to prove it. Mann, Dewey, and Jane Addams are found out as proto-Fascists. The liberal tradition is a fraud. Social mobility is blocked by an oppressive capitalist order, where schooling is but the opium of the people.

Diane Ravitch responds with evidence for substantial social mobility in the nineteenth and twentieth centuries. In her chapter "Education Still Matters," she summarizes the evidence for the positive effects of schooling on mobility, an effect that generations of poor immigrants knew well but that middle-class radicals forget.

She writes for the embattled center: "Education in a liberal society must sustain and hold in balance ideals that coexist in tension: equality and excellence." In contrast, those who get most of the publicity hold that tension is unnatural and that a well-run society will make it go away. When so many simply find it cheaper to say that schools make no difference and that all reform is a fraud, this book has rare importance, restoring perspective and critical good sense to a debate that must be kept alive.

*Reviewed by* **Paul A. Gagnon**, *professor of history, University of Massachusetts/Boston.*

# Best Books For Young Adults—1976

*This list presents books published between November 1, 1976, and October 31, 1977, which are recommended by the American Library Association for reading by young adults 13 to 18 years old. Selection, done by the Best Books for Young Adults Committee of the Young Adult Services Division of the American Library Association, is based primarily on each book's proven or potential appeal and worth to young adult readers. Titles chosen must also meet the following standards: Fiction must have believable characters and dialogue and plausible plot development; nonfiction must have a readable text and an appealing format.*

*Although the list attempts to represent a variety of reading tastes and levels, no effort has been made to balance it according to subject or area of interest. As with any other book, each title should be previewed before incorporating it into a young adult reading program.*

*Many books on the list are available in Braille, talking books, or large print. Contact your Regional Library for the Blind for information.*

*Single copies of the list are available for 10¢, with a self-addressed stamped (28¢) envelope, from the YASD Office, 50 East Huron Street, Chicago 60611.*

**Fiction**

***Dark Quartet: The Story of the Brontës.*** Lynne Reid Banks. The brilliant but tortured lives of the Brontës presented in a biographical novel that is as dramatic as *Wuthering Heights* or *Jane Eyre.* 1977. Delacorte, $10.

***Winning.*** Robin Brancato. After sustaining a paralyzing injury in a high school football game, Gary Madden is forced to face the fact that he may never walk again. 1977. Knopf, $7.95.

***Hard Feelings.*** Don Bredes. Explicit in language and incident, this is 16-year-old Bernie Hergruter's story of growing up—confronting a class bully intent on hurting him, getting along with his family, and understanding his sexuality. 1977. Atheneum, $8.95; Bantam, $1.95.

***The Sword of Shannara.*** Terry Brooks. A small band of humans, elves, and dwarfs must face the armies of an evil sorcerer in order to reach the sword that can destroy him. 1977. Random, $12.95; Ballantine, $6.95.

***Coma.*** Robin Cook. A young woman medical student discovers the horrifying truth—a black market in spare parts—about the rash of mysterious deaths of patients who have undergone surgery in a Boston hospital. 1977. Little, $8.95; Signet, $2.50.

***I Am the Cheese.*** Robert Cormier. A victim of amnesia, and under the influence of drugs administered by mysterious and unidentified questioners, teenager Adam searches through haunting memories that must not be recalled or revealed if he is to survive. 1977. Pantheon, $6.95; Dell, $1.50.

***A House for Jonnie O.*** Blossom Elfman. Jonnie and her three friends—students at a school for pregnant unmarried teenagers—search for a "dream house" where they can be independent and support one another and their babies. 1977. Houghton, $6.95; Bantam, $1.75.

***Recoil.*** Brian Garfield. With his government-manufactured cover blown and syndicate men closing in, a former star government witness decides to turn the tables on his pursuers. 1977. Morrow, $8.95.

***Child of the Morning.*** Pauline Gedge. Reared by her Pharaoh father to assume his throne upon his death, Hatshepsut—a real historical figure—has to contend with her weak half-brother before she can realize her dream. 1977. Dial, $8.95.

***Exit from Home.*** Anita Heyman. Opposing the demands of a dictatorial father, the oldest son of a Jewish family in czarist Russia follows his own commitment to social revolution. 1977. Crown, $7.50.

***Anpao: An American Indian Odyssey.*** Jamake Highwater. American Indian legends are combined in the story of Anpao's love for a girl promised to the Sun and of his search to find proof of the Sun's agreement to let him marry her. 1977. Lippincott, $8.95.

***Ghost Fox.*** James Houston. Kidnapped by the Abnaki Indians in colonial times, 16-year-old Sarah Wells gradually adopts the Abnaki way of life and must eventually choose between being an Indian or returning to the life from which she was taken. 1977. Harcourt, $8.95; Avon, $1.95.

***One Fat Summer.*** Robert Lipsyte. Overweight Bobby Marks confronts the ridicule of friends and sheds his excess pounds in a comical story of his last fat summer. 1977. Harper, $5.95.

***Dragonsinger.*** Anne McCaffrey. With the help of the Masterharper, Menolly and her fire lizards overcome the prejudice against a woman's becoming a harper on the planet Pern. 1977. Atheneum, $7.95.

***The Solid Gold Kid.*** Harry and Norma Fox Mazer. When five teenagers accept a ride from strangers, they become the victims of a kidnap plot and experience six horror-filled days that change their lives. 1977. Delacorte, $6.95.

***In Nueva York.*** Nicholasa Mohr. Interrelated stories of love, friendship, and the struggle to survive show the tragic and comic sides of life in a Puerto Rican community on New York's Lower East Side. 1977. Dial, $7.95.

***Ghosts I Have Been.*** Richard Peck. In a hilarious sequel to *The Ghost Belonged to Me,* Alexander Armsworth meets his match in Blossom Culp, whose wits and psychic powers save the day. 1977. Viking, $7.95.

***The Unoriginal Sinner and the Ice-Cream God.*** John Powers. The irreverently humorous adventures and misadventures of Tim Conroy, a Catholic teenager growing up on Chicago's South Side. 1977. Contemporary Books, $8.95.

***Callahan's Crosstime Saloon.*** Spider Robinson. The misfits of earth and elsewhere who belly up to Callahan's bar have lived some of the wildest and funniest stories in the galaxies. 1977. Ridley Enslow Publishers, $7.95; Ace, $1.50.

***Arriving at a Place You've Never Left.*** Lois Ruby. Seven moving short stories deal with such personal crises as coping with a mother's nervous breakdown; being 17, pregnant, and unmarried; and facing anti-Semitism. 1977. Dial, $7.50.

***The Theta Syndrome.*** Elleston Trevor. "For God's sake help me" is the desperate telepathic cry of a young woman deep in a coma prolonged by her fear of another attempt on her life. 1977. Doubleday, $7.95.

***Reunion.*** Fred Uhlman. Thirty years later, the Jewish narrator recalls his doomed friendship with the son of a nobleman in Nazi Germany. A poignant and provocative novella. 1977. Farrar, $6.95.

***Ludell and Willie.*** Brenda Wilkinson.

Two high school seniors from a poor, Black Georgia community fall in love but are separated because of family tragedy. 1977. Harper, $5.95.

***Confessions of a Teenager Baboon.*** Paul Zindel. Sixteen-year-old Chris Boyd, dominated by an overbearing mother, gains self-confidence and control over his life after a tragic encounter with a 30-year-old misfit who befriends lonely teenagers. 1977. Harper, $6.95.

**Nonfiction**

***The Amityville Horror.*** Jay Anson. Bone-chilling cold, poltergeist activity, nauseating stench, unnatural noise, and green slime are only a few of the manifestations that terrify a family in their new home. Is this story a hoax or not? 1977. Prentice-Hall, $7.95.

***Haiku-Vision: In Poetry and Photography.*** Ann Atwood. The fusion of seeing and feeling is an experience of the spirit in an exquisitely illustrated book of haiku poetry and photography. 1977. Scribner, $7.95.

***Deadline.*** Kathleen Begley. The moving experiences of Kathy Begley, a young newspaper reporter whose personal and professional lives become intertwined when, for example, she celebrates her birthday in a police station, and when she writes her own mother's obituary. 1977. Putnam, $6.95.

***How To Leave Home—and Make Everybody Like It.*** Edward F. Dolan. For the young person longing to get away from home—how to tell the family, find a job, manage money, and locate a place to live. 1977. Dodd, $5.95.

***Fantastic Television.*** Gary Garani and Paul Schulman. A pictorial history of the best of fifties and sixties television serials and science fiction, including *Star Trek, Batman, Twilight Zone,* and *Superman.* 1977. Harmony, $12.95.

***Possible Impossibilities: A Look at Parapsychology.*** Elizabeth Hall. What's possible and what's impossible about telepathy, clairvoyance, precognition, psychokinesis, and other psychic phenomena. 1977. Houghton, $6.95.

***Midnight Express.*** Billy Hayes with William Hoffer. A young man's hellish captivity in a Turkish prison after his conviction on a drug charge, and his adventurous escape to freedom. 1977. Dutton, $7.95.

***Madness, Magic, and Medicine: The Treatment and Mistreatment of the Mentally Ill.*** Elinor Horwitz. How mentally ill people have been treated from ancient times to the present incorporates a bizarre, tragic, and inhumane chapter of history. 1977. Lippincott, $6.95.

***Gnomes.*** Wil Huygen and Rien Poortvliet. Everything anyone ever wanted to know about gnomes, plus colorful illustrations identifying these unusual little creatures. 1977. Abrams, $17.50.

***Decathlon Challenge: Bruce Jenner's Story.*** Bruce Jenner and Philip Finch. The 1976 American Olympic champion's story of his rigorous training and the many ups and downs he experienced before winning the decathlon gold medal. 1977. Prentice, $8.95.

***Mischling, Second Degree: My Childhood in Nazi Germany.*** Ilse Koehn. A young woman grows up in Nazi Germany not knowing until after the war that she is part Jewish. 1977. Greenwillow, $7.95.

***The David Kopay Story: An Extraordinary Self-Revelation.*** David Kopay and Perry Young. A pro football player candidly relates his agonizing journey in coming to terms with his homosexuality and making public his sexual preference. 1977. Arbor House, $8.95; Bantam, $1.95.

***Crazy To Be Alive in Such a Strange World: Poems About People.*** Nancy Larrick, editor. Tinged with humor and irony, a collection of poems about people of varied backgrounds and ages, written by both well- and little-known poets. 1977. Evans, $6.95.

***Linda's Pictures: A Collection of Photographs.*** Linda McCartney. Large-size color photographs of the Beatles—especially McCartney and family—and other rock groups by Paul's photographer-wife. 1976. Random, $25; Ballantine, $8.95.

***Ballet as Body Language.*** Joan McConnell. A vivid and realistic introduction to the behind-the-scenes sweat and pain—as well as the onstage glamour—of ballet. 1977. Harper, $12.50; paper, $7.95.

***My Life and the Beautiful Game: The Autobiography of Pelé.*** Edson A. (Pelé) do Nascimento with Robert Fish. An intimate and touching autobiography of the world's most famous soccer player on the eve of his retirement from "the beautiful game." 1977. Doubleday, $10; Warner, $2.50.

***King of the Road.*** Richard Petty. An American race car driver and his family share their team spirit in a winning photographic documentary. 1977. Macmillan, $9.95.

***The Camera Never Blinks: Adventures of a TV Journalist.*** Dan Rather and Mickey Herskowitz. A controversial autobiography by one of the best known and most respected TV newscasters. 1977. Morrow, $10; Ballantine, $2.25.

***The Rolling Stone Illustrated History of Rock and Roll.*** Rolling Stone Press. In-depth portraits, illustrated with large black-and-white photographs, of the most important movers of rock and roll, from the 1950's to the present. 1976. Rolling Stone Press, distributed by Random, $19.95; paper, $9.95.

***Children with Emerald Eyes: Histories of Extraordinary Boys and Girls.*** Mira Rothenberg. Heartrending case histories of autistic and schizophrenic children, told by a psychologist who worked with them. 1977. Dial, $10.

***Arnold: The Education of a Bodybuilder.*** Arnold Schwarzenegger and Douglas Kent Hall. The six-time winner of the Mr. Olympia title and star of *Pumping Iron* recounts his life and presents a program for body building. 1977. Simon & Schuster, $9.95.

***Pinball!*** Roger C. Sharpe. For players and lovers of the pinball machine—a vicarious experience enlivened by full-page color photos of the real thing. 1977. Dutton, paper, $7.95.

***The Rights of Young People: The Basic ACLU Guide to a Young Person's Rights.*** Alan N. Sussman. This legal bible for those under 18 states what the law allows and what it prohibits, emphasizing differences in state laws. Offers advice on legal defense. 1977. Avon, paper, $1.50.

***Zoo Vet: Adventures of a Wild Animal Doctor.*** David Taylor. An authority on treating wild animals describes unusual cases from his veterinary practice. 1977. Lippincott, $8.95.

***Heaven Is a Playground.*** Rick Telander. The inspirational story of the dreams, hopes, and frustrations of talented Black urban youths whose love of basketball is their lifeline to the future. 1977. St. Martin's, $8.95; Tempo, paper, $1.95. □

**TV Interference**
(continued)

records of their viewing soon realize that they often watch dull programs either to fill time between those they really want to see or because they have nothing else to do. Parents who watch TV even one evening or one Saturday morning with their children become aware of the need for change.

Plans for change need to be worked out in advance, like game rules that can't be ignored. If children have a part in setting up the rules, they become good monitors and more willing participants.

If adults enforce the same limits on their own TV watching and join children in alternative forms of entertainment, everybody benefits. As one parent explained, "The first year we limited our TV viewing was hard. We kept all sorts of records to hold us to our commitment to the wise use of TV. Almost two years later, we are all reading more and watching choice television programs together and talking about them. Now we find we have time to do things we really enjoy." □

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**Children and Smoking.** Leaflet. "Open Letter to Parents About Children and Smoking" from Secretary of Health, Education, and Welfare Joseph A. Califano, Jr. Single copy free (with stamped, self-addressed business-size envelope). Write to Dept. DB at the above address.

**Interpersonal Communication: Innovations in Instruction.** Paul G. Friedman. A book in NEA's new *Aspects of Learning* series. Contains instructional approaches, teaching strategies, and numerous classroom activities. Features ways of growth through interpersonal communication previously available only in workshops. 160 pp. 1978. (1497-9-0F) $7.50.

**Early Retirement Incentive Programs: An Appraisal.** NEA Research Report. Sets forth guidelines for schools and individual teachers to use in evaluating or establishing an early retirement incentive program. Early retirement provisions (including criteria and restrictions) are included for each of the 50 states. 12 pp. 1978. Member's price, (1656-4-0F) $1; nonmember's price, (1656-4-1F) $3.

**Learning Disabilities: Suggestions for Teaching.** Bonnie Jones, Judy Singleton, and Martha Summers. A cassette tape presentation with printed supplementary materials and discussion questions. The tapes provide a historic overview, information and questions for conducting a successful in-service program, and specific classroom techniques that work with LD students. Two tapes. 1978. (1477-4-0F) $12.

**Back to the Basics?** There is no question that certain basic skills are essential to the development of an educated person. Questions arise, however, about what these skills should be, how best to teach them, and how to determine whether they have been learned. This paper, originally issued as a position paper by NEA Instruction and Professional Development, discusses these and related questions. 36 pp. 1978. (1400-6-0F) $2.50.

**Brain Research and Learning.** The rapid growth of neuroscience has vital implications for education. But like other areas of science that offer possibilities for improved practice, brain research seems especially liable to misunderstanding and oversimplification. A reprint of a position paper issued by NEA Instruction and Professional Development, this paper is designed to give the reader a general overview and to encourage further study. 24 pp. 1978. (1401-4-0F) $2.50.

**Leisure: Perspectives on Education and Policy.** Max Kaplan. Discusses leisure through specific educational perspectives, such as language, futurology, the arts and recreation, and human values and religion. Aging, the urban framework, business/labor, and new work patterns are among the related social policy perspectives considered. 128 pp. 1978. (1494-4-0F) $5.75. □

# Free food for thought.

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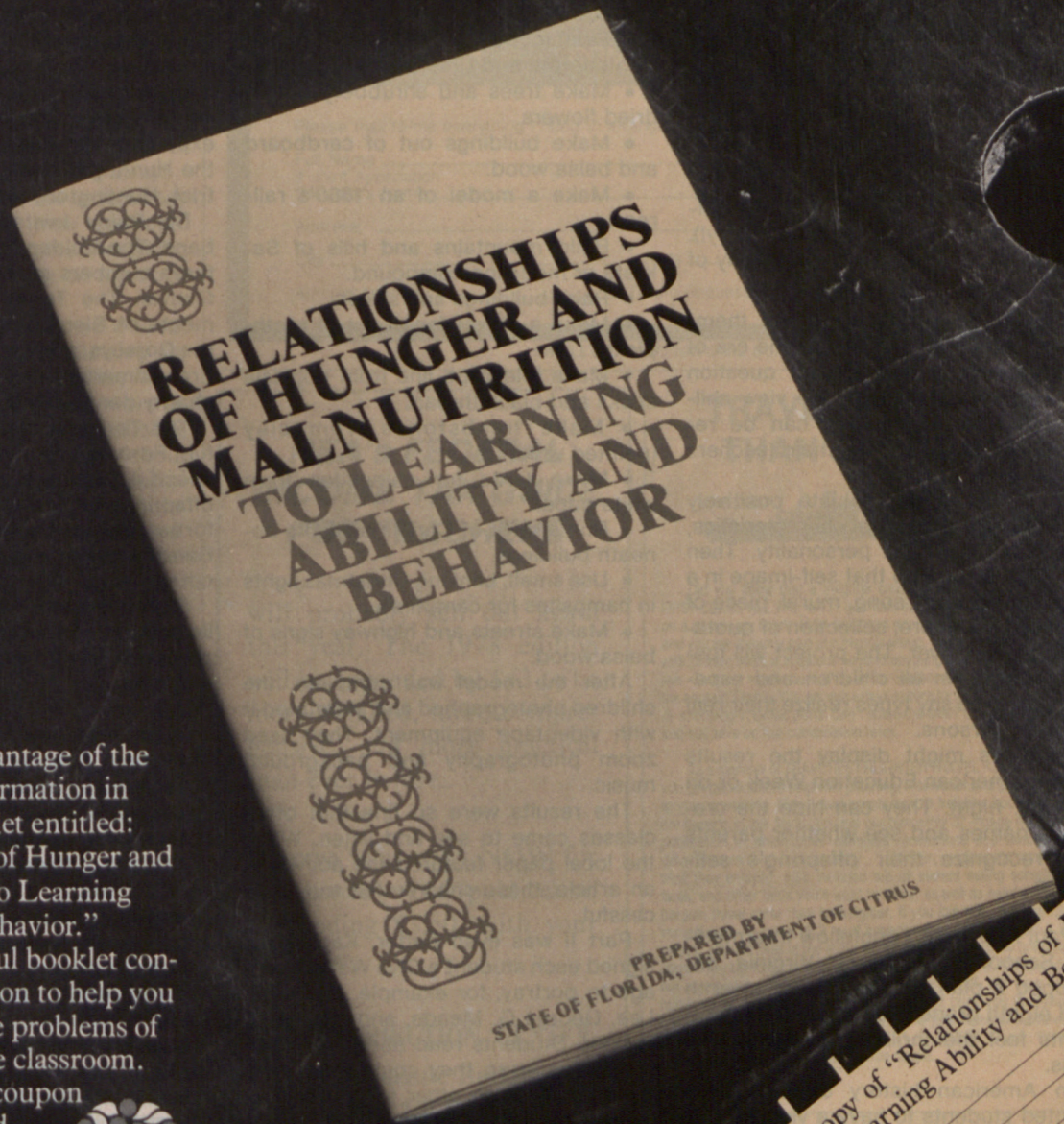
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CIRCLE QUICK-ACTION CARD NO. 1

# Classroom Tips

By JANE TYLOR FIELD
*Retired Teacher of English and Creative Writing, Chula Vista, California.*

*These are suggestions made or collected by Ms. Field, and she urges NEA members to send in interesting and useful teaching ideas on the elementary and secondary levels for possible use in future issues of* Today's Education. *Ms. Field asks that those who submit classroom tips keep copies of their material, as she cannot return the originals.*

*Mail suggestions to Box CT,* Today's Education, *1201 16th St., N.W., Washington, DC 20036.*

There'll not be one word in this column about holidays (except enjoy!). Instead and herewith is a miscellany of ideas for several disciplines.

How do young persons see themselves? Although I hope that the era of total immersion in the great question Who am I? has passed, the view children have of themselves can be revealing to them and to their teachers and parents.

Ask children to evaluate positively their individual physical characteristics, talents, virtues, and personality. Then ask them to sum up that self-image in a drawing, painting, song, mural, piece of stitchery, sculpture, collection of quotations, or whatever. The project will foster creativity in all children and especially help the shy types realize their real value as persons.

Teachers might display the results during American Education Week or on parents' night. They can hide the creators' names and see whether parents can recognize their offspring's self-image.

Paul Kaplan of Longfellow Intermediate School, Falls Church, Virginia, developed a plan for helping his seventh and eighth grade learning-disabled students feel the thrill of academic success.

In American history class, Kaplan wanted students to have a vivid understanding of the Civil War and the people involved. Since they were eventually going to visit the Gettysburg Battlefield, they made a replica of it, so that when they got there, they would be familiar with its layout and the significance of the battle.

First step for making the model was to gather all the materials (a father donated the 1.2 m x 2.4 m [4′ x 8′] pieces of wood for the platform). After that, the children worked as individuals or in groups to do the following:

- Research information about the battlefield at the library and draw a map/diagram to use as a blueprint for the model.
- Paint model toy soldiers to look like Confederate and Union soldiers.
- Make trees and shrubbery out of dried flowers.
- Make buildings out of cardboard and balsa wood.
- Make a model of an 1860's railroad.
- Build mountains and hills of Sakrete or modeling compound.
- Paint buildings and streets.
- Make a picket fence out of toothpicks.
- Make telegraph line from popsicle sticks and black thread.
- Make tombstones from clay (painted white).
- Make tents for campsites from white paper.
- Run strings of Christmas lights beneath buildings.
- Use small, blinking Christmas lights in campsites for campfires.
- Make streets and highway signs of balsa wood.

After the model was complete, the children photographed and annotated it with videotape equipment. They used zoom photography and background music.

The results were so fine that other classes came to see and listen. When the local paper featured the activity in an article, these children felt truly successful.

Part II was even better. Kaplan assigned each student a Civil War personage to portray, for example, Robert E. Lee, George G. Meade, and George E. Pickett. Students read about their historical figure so they could take turns interviewing each other for a program, "If You Were There," when they actually visited the Gettysburg Battlefield. Everyone was to wear an appropriate costume.

When the weeks of preparation were finally over, the students loaded all their gear on a bus and went to the real Gettysburg Battlefield. After their initial excitement over the life-size cannons, buildings, and cemetery that they knew so well in miniature, they put on their costumes and spent the day filming their Civil War interviews.

Later parents came to an evening program at the school to view the model and see the edited film. Their children had learned much about the Civil War. They had also acquired a good feeling about themselves.

Musical directors looking ahead to music festivals might take note of the experiment of William E. Baker, Jr., of the Huntington Union Free School District, Huntington, New York.

Dr. Baker invited a senior citizens band, The Golden Tones, to play two or three numbers at the conclusion of the festival. The Tones play the arrangements of Glenn Miller, Duke Ellington, the Dorseys, and others of the Big Band Era, primarily for senior citizen affairs, charity dances, and so on.

The Tones were more than successful. Parents, who had listened in respectful silence to the music of their offspring, couldn't get enough of the forties music. They danced to the Big Band sounds and clamored for encores.

Students gathered around to watch, listen, and comment. Definitely another great way of bringing the past to life for students.

Hope Joyce, media specialist of Carlton Oaks School, Santee, California, sponsored a successful reading-encouragement campaign. The media covered the campaign's colorful finale at the end of the school year. Ms. Joyce feels, however, the idea would work even better as an antidote to the January-February doldrums.

Over a period of two months, children in kindergarten through fourth grade earned balloons for doing specified amounts of reading. For example, kindergartners read two books to get a balloon. (Mothers listened to them read at school; no parent worked with her own tot.)

After each child completed a reading assignment, he or she decorated a paper balloon—a token of the real balloon to come—and wrote his or her name on

it. The reader then wrote his or her name, the school address, and "I received this balloon for reading a book. Please write to me" on a tag. The paper balloons were stapled all around the media center.

The finale of the project involved giving students helium-inflated balloons with the tags inserted—one for each paper balloon they had earned. Ms. Joyce arranged for mothers to help with this job the day before the Big Event.

On the scheduled celebration day, bright and breezy, readers collected their helium-filled balloons and filed outdoors. They heard a few congratulatory words and then simultaneously released their prizes. Up, up, and away!

Children read in class the letters they received in answer to their balloons' pleas. Then they stuck pins indicating the letters' places of origin on a map in the media center.

All this was not accomplished without problems. Worst mistake: blowing up the balloons the day before they were needed. The next morning they were all deflated. Crisis: getting more balloons and two more tanks of helium (about $50 for all), rounding up mothers, puncturing the useless balloons to get the tags out, inserting tags in new balloons. Moral: do not inflate balloons too soon. Helium escapes.

Ruth Saufferer wanted the students in her high school reading lab to realize how important sequence is in giving directions. To illustrate the point, she set aside a day (might take longer for some classes) for students to bring to class something they had made—cookies, cakes, plaques, crocheted articles—with the accompanying directions written out step-by-step on 10 cm x 15 cm (4″ x 6″) cards.

Each student demonstrated a project to the class. To set an example, Ms. Saufferer and her aide demonstrated satin-stitch embroidery and latch hooked-rug making respectively.

Ms. Saufferer points out that efficient direction giving could be taught to advantage in almost any study area and in almost any grade, since clear directions are a rare commodity, as many a parent finds out on Christmas Eve.

Whoops! Mentioned a holiday! Well, happy ones to all! □


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**Discipline and Violence**

The following booklets, edited by Robert J. Rubel, present a wide range of readable and concise information in the area of school-based crime and violence. They are available from the Institute for Reduction of Crime, Box 730, College Park, MD 20740.

***HEW's Safe School Study: What It Says and What It Means for Teachers and Administrators.*** Based on the *Safe School Study* of the U. S. Department of Health, Education, and Welfare (HEW). Explains many findings of the new federal study. 1978. 43 pp. $4.

***Identifying Your School's Crime Problems.*** Presents guide for identifying and analyzing crime problems in schools. Discusses security planning and evaluation. 1978. 22 pp. $4.

***Violence in Schools: Implications for Schools and School Districts.*** Includes discussion of recent national trends and issues that confuse the interpretation of facts about offenses in schools. 1978. 56 pp. $4.

***The Last Straw: A Handbook of Solutions to School Behavior Problems.*** Christina S. Volkmann. Designed to offer insight, encouragement, and plans of action for teachers when they face student behavior problems. Suggests specific methods for preventing explosive situations. 1978. 105 pp. $6. R & E Research Associates, 936 Industrial Ave., Palo Alto, CA 94303.

**Elementary**

***The Anti-Coloring Book.*** Susan Striker and Edward Kimmel. Drawing book of 45 scenes to be completed by students. Designed to spark creativity, affirm individuality, and foster self-expression. 1978. 96 pp. $3.95. Holt, Rinehart and Winston, 383 Madison Ave., New York 10017.

The following books, illustrated by Cheryl Williamson, are available from Educational Associates, P.O. Box 4181, Bellevue, WA 98009.

***Color, Cut, Write.*** Collection of reproducible pictures, designs, and drawings suitable for art, bulletin board, penmanship, spelling, and creative writing projects. Includes holiday and seasonal writing forms. 1978. 40 pp. $3.75.

***Monthly Madness.*** Collection of reproducible illustrations for design and construction of classroom calendars. Contains 10 monthly (September-June) calendar projects with instructions and materials provided. 1978. 24 pp. $2.95.

***Ji-Nongo-Nongo Means Riddles.*** Verna Aardema. Presents more than 40 African riddles whose subjects range from animals to human characteristics such as courage and strength. Eleven African tribes are represented. Third grade reading level. Illustrated. 1978. 33 pp. $6.95. Four Winds Press, 50 W. 44th St., New York 10036.


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***Please Say Please, Children's Coloring Calendar 1979.*** Elizabeth L. Post. Contains line drawings for coloring and couplets that point up situations involving manners at the table, with friends, with pets, and at the supermarket. 1978. 25 pp. 99¢. Barnes Associates, Inc., Time-Life Bldg., Suite 960, 1271 Ave. of the Americas, New York 10020.

***Using Literature in the Elementary Classroom.*** Edited by John Warren Stewig and Sam L. Sebesta. Contains six essays by teacher specialists. Each contributor supplies a list of appropriate children's books for given activities and a bibliography of background information for teachers. 1978. 73 pp. $3.95 ($3.50 for NCTE members). Natl. Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801.

***Winners on the Tennis Court.*** William G. Glickman. Discusses the lives and careers of six tennis champions—Evonne Goolagong, Jimmy Connors, Bjorn Borg, Arthur Ashe, Chris Evert, and Billy Jean King. Fourth grade reading level. Illustrated. 1978. 49 pp. $4.90. Franklin Watts, Inc., 730 5th Ave., New York 10019.

**Energy Conservation**

***Mickey Mouse and Goofy Explore Energy Conservation.*** Comic book. Designed to stimulate student interest in conserving energy. Discusses sources of energy, supply and demand, and methods of conserving energy. Includes energy conservation tips. Elementary level. 1978. 36 pp. Free. Conservation Comic Book, Exxon Co., U.S.A., Room 4047, P.O. Box 2180, Houston 77001.

**Handicapped**

***Handicapped People in Society: A Curriculum Guide.*** Ruth-Ellen Ross and I. Robert Freelander. Designed to help teachers shape students' attitudes toward the handicapped. Focuses on the visually impaired, the physically disabled, and the mentally retarded. Includes teacher's guide. Prekindergarten through twelfth grade. 1977. 178 pp. $6.50. Curriculum Guide, Vermont Governor's Committee on Employment of the Handicapped, State Office Bldg., Montpelier, VT 05602.

**Metrics**

***Metric Handbook—Activities and Exercises for the Classroom.*** Second edition. Michael Shwarger. Contains exercises, problems, puzzles, and charts designed to help students understand and teachers teach the metric system. Topics include metric units, history of the metric system, and computations. Places emphasis on linear, volume, weight, and mass measurement. 1978. 105 pp. Single copies free. Additional copies $1. LaPine Scientific Co., 6001 S. Knox Ave., Chicago 60629.

**Scholarships**

The following booklets, by Robert Leider, are available from Octameron Associates, P.O. Box 3437, Alexandria, VA 22302. 32 pp. $1.50 each.

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***Teaching of World History.*** Gerald Leinwand. Provides practical materials and approaches. Contains examples, guidelines, suggested activities, and outline for a year's course. 1978. 90 pp. $5.50. Natl. Council for the Social Studies, Suite 400, 2030 M St., N.W., Wash-

(continued on page 92)


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**Teachers and Teaching**

***Education in Action—50 Ideas That Work.*** Edited by Jeanne S. Park. Contains 50 stories on successful education programs. Represents a wide range of ideas that have improved learning opportunities for youngsters. 1978. $2.75. Stock No. 017-080-01793-8. Supt. of Documents, U.S. Govt. Printing Office, Washington, DC 20401.

***Making Educational Psychology Work: Carrying Concepts into Action.*** Beth Sulzer-Azaroff, Judy M. Brewer, and Linda Ford. Includes current major theories, principles, and techniques of educational psychology. Designed to help teachers develop their instructional skills. 1978. 148 pp. $8.95. Goodyear Publishing Co., 1640 5th St., Santa Monica, CA 90401.

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# In-Service Education Materials

## Self-Help for Urban Teachers

Teachers in urban schools need to be aware of problems common in urban education and of how to solve them. A number of in-service education programs have recently been developed to address this need.

To find out how effective these in-service materials are, NEA's In-Service Education Project has screened some of them, as it has many others on other subjects. It has also prepared a seven-page description of each one chosen for inclusion in an information bank of in-service materials for teachers.

The following materials relating to urban education are among those listed in the bank:

*Inner-City Simulation Laboratory,* published by Science Research Associates, contains materials for simulations of 34 incidents involving behavior problems most common in inner-city schools. Participation in the simulations provides training designed to help prepare teachers to teach in inner-city classrooms.

The kit consists of two filmstrips and an accompanying record, fourteen 16mm films, spirit masters, 36 cards with tasks for role playing, a director's guide, and a participant's unit. The complete kit costs $875 (components may be purchased separately).

*Teaching Problems Laboratory,* also produced by Science Research Associates, is a 35- to 45-hour program that focuses on problems of classroom management, student motivation, parent-teacher relations, and curriculum development. It contains 11 films, an instructor's guide, two spirit masters, cards with tasks for role playing, two filmstrips, and one 33 rpm record. The complete kit costs $600 (components may be purchased separately).

*Problems of Urban Education,* produced by Educational Technology Publications, includes 12 tape cassettes and a guide. The tapes focus on management, planning, cost effectiveness, systems analysis, and communications approaches applicable to urban-school reform. The series of 12 tapes costs $69.95 (individual tapes can be purchased for $7 each).

*A Sociology of Urban Education,* developed and distributed by the Teacher Corps at the State University College in

Buffalo (New York), provides an outline for an in-service education program. Part I, "Social Foundations of Education," gives directions on how to set up a training program to provide teachers with the skills they need to perform effectively in an urban school. Part II, "Experiences in an Urban Community," describes the activities for a practicum. It suggests visits to various community agencies such as a school board, a welfare department, an employment agency, and a family court. It costs $1.

*Child Development: With Implications for Working with Disadvantaged Children and Their Families* describes methods which heighten the teacher's awareness of the effects of cultural deprivation upon children and the subsequent effects on their learning. A 30-page booklet developed by the University of Georgia, it costs $1.50.

*Teaching the Disadvantaged,* produced by NEA, consists of a filmstrip, a record, and a leader's guide. It defines who is "disadvantaged," typical behavior of the disadvantaged, and factors relating to the unique problems of the disadvantaged in the schools. It then offers suggestions on how teachers can most effectively work with these children. It costs $10.

*Reading for Children Without: Our Disadvantaged Youth,* published by the International Reading Association, discusses teaching strategies for helping disadvantaged children overcome reading problems. The booklet sells for $2.

The NEA's information bank on in-service education products has descriptions of other products which teachers may find useful. These products focus on parent-teacher relations, discipline, development of self-concept, the basic skills, human relations, the gifted, and the disadvantaged.

Any teacher working on an in-service project can get access to the information bank by calling the toll-free number, (800) 424-9862, between 8:15 a.m. and 4:30 p.m. in the Eastern time zone. Teachers in the District of Columbia should call 833-4348.

**—Ella Holly,** *information specialist, Special Project in In-Service Education, NEA Instruction and Professional Development.*


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TE-11

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The teacher assesses the child's reading abilities, and records the child's reading level on the Progress Chart. Parents receive the **Guide** at a parent-teacher conference at which time the parent is shown how to use the **Guide** to help the child learn needed skills.

Each skill on the progress chart is keyed to a page for instruction. These pages contain fun learning activities for everyday learning experiences in the home, a simple test so that parents can check progress, and a progress record to note all newly learned skills.

Dr. Alvin Granowsky, senior author, a nationally known consultant on reading, is currently Director of Reading for Dallas Public Schools.

68 page **Guide,** $4.95. Please include 50¢ per book for postage and handling. Free brochure available. Write or contact Tarmac, Inc. or your authorized representative.

Authors: Granowsky, Middleton, Mumford

**TARMAC**
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Asheville, N.C. 28801
704-254-6361

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# Audiovisual Materials

### The Arts

*The following 16mm sound and color films are recommended by William J. Cuttill (with the assistance of Beverly Teach), Indiana University Audio-Visual Center, as representative of those available on the indicated grade levels for use in stimulating discussion in various areas of the arts. The producers/distributors listed can provide additional information about the films.*

*Black Modern Art.* 25 min. 1976. Presents the works of Dana Chandler, Valerie Maynard, and Leroy Clarke. Grade 9-college. Tricontinental Film Center, 333 Sixth Ave., New York 10014.

*Henry Moore: Master Sculptor.* 16 min. 1976. Provides a close look at English sculptor Henry Moore, his approach, and his methods. Grade 7-college. Centron Educational Films, 1621 W. Ninth St., Lawrence, KS 66044.

*The Martha Graham Dance Company.* 90 min. 1976. Presents Martha Graham reminiscing on the history of her dance company and interpreting six dances performed by her company. Grade 9-college. Indiana University Audio-Visual Center, Student Services Bldg., Bloomington, IN 47401.

*Pioneers of Modern Painting: Edvard Munch, 1863-1944.* 40 min. 1972. Chronicles the works of Munch, the Norwegian "Ibsen of Painting." Grade 9-college. ITC Entertainment, 115 E. 57th St., New York 10022.

*Renoir.* 7 min. 1974. Presents Renoir's aesthetic philosophy and a representative sample of his work. Grade 7-college. Encyclopaedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago 60611.

*Uncommon Images: The Harlem of James VanDerzee.* 22 min. 1977. Presents, through an interview and a retrospective of his work, the life and art of 91-year-old Black photographer James VanDerzee. Grade 9-college. Filmakers Library, Inc., 290 West End Ave., New York 10023. ☐


**ILLUSTRATION CREDITS**
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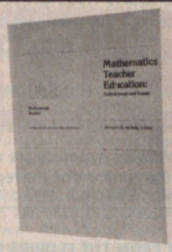


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**TODAY'S EDUCATION** Nov.-Dec. 1978

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